

HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE



Sex and Relationship Policy

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Rationale

At Hitherfield Primary School we believe that Personal Social and Health Education (PSHE) and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Sex and relationship Education (SRE) is an integral part of PSHE and is an intrinsic part of the physical, intellectual, moral and emotional growth of an individual.

The DfEE Guidance (2000) supports this philosophy:

"Effective Sex and Relationships Education is essential if young people are to make responsible and informed decisions about their lives."

We believe that SRE education should be an ongoing process that should start at home and continue in school. This process should happen in partnership with parents/carers and the wider school community

This policy has been developed to ensure that staff, parents and carers are clear about the statutory requirements regarding SRE; that pupils receive their educational entitlement and the staff is clear about the range of issues to be covered and is given guidance on the methodologies to be used.

The school's programme of sex and relationship education is embedded within the school's PSHE curriculum and will enable children to learn to respect themselves and others. The programme is tailored to the age as well as the physical and emotional maturity of the children and is delivered by the classroom teachers, learning mentors and invited professionals.

On consultation with the class teacher or the Head teacher parents or carers have the right to withdraw their child from certain aspects of the sex education element of the SRE curriculum.

Moral/Values Framework

Hitherfield Primary School follows the framework outlined by the government for the teaching of morals and values so that teachers are not seen to be working to their own agenda. The DfEE Guidance 2000 states:

" Parents and pupils may need to be reassured that the personal beliefs and attitudes of the teachers will not influence the teaching of Sex and relationships education within the PSHE framework....Teachers and all those contributing....Are expected to work within an agreed values framework as described in the school's policy, which must be in line with current legislation."

Sex and Relationship education is lifelong learning about physical, moral and emotional development in preparation for the 'opportunities, responsibilities and experiences of later life' (Education Act, 2006)

It is about understanding the importance of stable and loving relationships, family life, respect, love and care. It will pay careful consideration to the feelings of the members of our diverse and multicultural community. The diversity of the society in which we live includes people of all ages who are black, white, women or men, lesbian, gay, bisexual, transgendered and heterosexual. They come from a range of different socio-economic groups and live in various family/caring structures, with or without disabilities; experiencing different mental and physical health issues, both permanent and temporary; with a wide variety of language, educational backgrounds, religious and social needs. It is also about the teaching of sex, sexuality and sexual health.

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide accurate information that is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- To encourage the use of correct vocabulary.
- To foster self respect, self awareness, empathy for others alongside a sense of moral responsibility.
- To develop a recognition of the importance of the values of family life, marriage (and other stable, loving relationships) love, respect and care.
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.
- To support the children developing skills and strategies to manage emotions and relationships.
- To ensure that sex education is available (and sensitive to the needs of) all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

Provision

Sex and Relationship teaching will be delivered primarily via two areas of the curriculum: Science and PSHCE. (Although there will be links to the broader curriculum e.g. Computing and the role of internet safety and R.E. and the role of different belief systems as well as current laws and legislation).

1. Through National Curriculum Science (September 2013) where the children are required to learn:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)
- Notice that animals, including humans, have offspring which grow into adults. (Year 2)

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Year 5)
 - Describe the life process of reproduction in some plants and animals. (Year 5)
 - Describe the changes as humans develop to old age. (Year 5)
 - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Year 6)

PSHCE Curriculum (overview saved on Google Drive in PSHCE folder)

2. SRE will be explicitly taught during term 6 of each year's PSHE programme titled *Growing and Changing* (which includes puberty, looking after your body/ health and hygiene).
- As with other PSHE units, sex education will develop in response to key questions and an initial needs assessment.
 - Sex education at this school will be developmental and age appropriate.

- Pupils will be taught about the nature of the human body and how it grows and changes.
- Sex education will be taught within the context of relationship and family life.
- SRE will be taught through the three main elements of: attitudes and values; knowledge and understanding and personal and social skills.

Pupils will be taught:

- The importance of health and hygiene
- How to develop self respect, self esteem, self confidence, sympathy and empathy
- How to develop skills to be effective in all relationships and manage emotions
- The physical, emotional and social changes that take place at different developmental stages
- The range of attitudes, beliefs and values that people have and how these influence relationships
- To recognise consequences of choices made
- To develop critical thinking as part of decision making.

Resources

Material used will be from a variety of sources as appropriate but will be based around Channel 4's Living and growing units 1,2 and 3 as well as Robert Winston's 'The Human Body DVD'. Also included in the resources is a DVD about personal hygiene titled "Some of your bits ain't nice" which is also accompanied by a leaflet that is handed out to all parents of Year 5/6 children.

The schemes of work are based on the Lambeth guidance for SRE.

Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff and learning mentors within the framework of this policy. Usually, class teachers will deliver the SRE programme for their class with support from the learning mentors and, if appropriate, outside agencies.

- Discussion will be encouraged at all times.
- Ground rules for discussion will be established and will include the exclusion of personal questioning of individual staff or pupils.

- We shall deal with all questions in a sensitive, open and honest way.

Questions concerning homosexuality, sexually transmitted infections and contraception are issues that would normally come up in great depth in Key Stage 3 (Secondary School) however, if such questions are raised they will be dealt with in a sensitive manner. If it is felt appropriate they may be followed up after the lesson and in consultation with the child's parents.

Most of the teaching groups will be mixed gender but if it is felt more appropriate, single sex groups will be formed. However, within Year 6 SRE will be taught through single sex groups. This will be monitored yearly and adapted to the needs and requests of the pupils and parents.

Teaching methods

In order to support the delivery of the SRE sessions, this section looks at some practical strategies for sex and relationship education:

1. Teachers should create a set of ground rules to create a safe environment e.g. no one should be expected to answer a personal question; correct names of body parts should be used; meanings of words will be explained in a sensible and factual way.
2. Use distancing techniques e.g. depersonalise a situation through the use of role play or case studies of anonymous children.
3. Use of video resources leading in to small group or whole class discussion as well as drama based activities.
4. Establish clear parameters for appropriate questioning e.g. if a question is inappropriate, the teacher should acknowledge it but attend to it later on an individual basis.
5. Encourage children to reflect on what has been covered in each session as well as what they think they need to know/learn more about.

Assessment, Reporting and Recording

An initial needs assessment will be completed with each class to guide the content of the SRE sessions.

Note will be taken of individual responses to SRE units of study and included in assessment of progress in personal and social development.

Equal opportunities

All pupils will have the opportunity to participate in SRE. However, parents do have the right to withdraw their children from specific areas of the Sex Education unit after discussion with the head teacher.

If parents do make the choice to withdraw their children, the school will offer resources to be used at home with their children.

We organise a parents/carers workshop prior to the unit of work surrounding sex education and this is where parents and carers are able to view the resources to be used and offer comments.

Child Protection and confidentiality

The welfare of children will always be central to the school's policy and practice. All pupils need to feel able to talk in confidence to a member of staff about a drug-related problem. However, in line with Child Protection procedures, teachers will not be able to promise complete confidentiality and information about a child in relation to drugs will follow the same procedure as for other sensitive information.

The CP policy is reviewed every year by the whole school staff. All staff are aware of the child protection procedures and the members of staff in the school who are named as being responsible for CP.

Staff Support and Development

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum, for example the school nurse may be called upon to give a talk on puberty for both boys and girls.

Governing Body

Graham Lee is the Governor responsible for PSHE and Citizenship which includes SRE.

Monitoring and Evaluation

Elizabeth Cadwallader is a Class Teacher and is also the School Improvement Leader for PSHE and Citizenship. She will monitor the effectiveness of this policy within the framework of the school monitoring timetable.

This policy will be is a working document and will be reviewed annually.

Last reviewed: October 2014