



Burton on the Wolds Primary School
Relationships & Sex Education Policy

Burton on the Wolds Primary School Sex and Relationship Education Policy

Introduction

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition, SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Process for Policy development

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

In addition, we audit existing provision in order to develop, implement, monitor and evaluate the curriculum.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- to provide the knowledge and information to which all pupils are entitled;
- to clarify/reinforce existing knowledge;
- to raise pupils' self esteem and confidence, especially in their relationships with others;
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- to help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

- to provide the confidence to be participating members of society and to value themselves and others;
- to help gain access to information and support;
- to develop skills for a healthier safer lifestyle;
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- to respect and care for their bodies;
- to be prepared for puberty and adulthood.

The organisation of Sex and Relationship Education

Mrs L. Cawthorn is the designated teacher with responsibility for coordinating sex and relationship education.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Sex and relationship education is delivered through science, RE, PSHE and Citizenship. Sex and relationship education is taught by classroom teachers and outside visitors, such as the school nurse.

A range of teaching methods which involve children's full participation are used in relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups. There may, however, be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

The teaching programme for Sex and Relationship Education

We teach the programme developed by Leicestershire Healthy Schools as set out in Appendix 1. The learning outcomes follow those recommended by Ofsted.

This programme is delivered as follows:

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children

reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and in year 6 they learn about the basic biology of human reproduction including birth of a baby.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

In years 5 & 6, sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

Legal requirements and parental rights

All schools must teach the following as part of the National Curriculum Science Orders:

Key Stage 1

- that animals including humans, move, feed, grow, and use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can reproduce offspring and these grow into adults;
- to recognise similarities and differences between themselves and others; and
- treat others with sensitivity.

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction;
- about the main stages of the human life cycle.

Parents do not have the right to withdraw their children from the above.

Parents do have the right to withdraw their children from those aspects of sex and relationship education that are not included in the National Curriculum Science Orders. Alternative work would be set. If a parent wishes their child to be withdrawn from the programme they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parent in this regard.

Parental consultation

The school acknowledges that the primary role in children's sex education lies with parent and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home;
- inform parents when the main sex and relationship programme in years 5 and 6 are about to commence and provide opportunities for parents to view the videos and resources being used.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Child protection and confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

Cross Phase eg. Key Stage 3

These policies can be found in the school office.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question bag as a distancing technique. Teachers will endeavour to answer appropriate questions honestly.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, PPC committee of the governing body and the PSHE co-ordinator. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed every two years.

Signed by Chair of Governors Date.....