



# **Sex and Relationships Policy**

***Leadgate Primary School***

## **Sex and Relationship Education Policy**

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. The purpose of Sex and Relationships Education is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. It is only during upper Key Stage 2 that sexual relationships are considered.

### **Statutory requirements**

The National Curriculum for Science specifies aspects of SRE that must be taught; it requires that pupils should be taught about reproduction and the human life cycle.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Education Regulations 1993 require all maintained schools to publish a summary of the content and organisation of any sex and relationship education which they provide.

The 1988 Education Act requires school to:

Promote the spiritual, moral, social, cultural and physical development of pupils

### **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE and Citizenship work we do in Leadgate Primary school. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and wellbeing 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.

### **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 teaching programme for Sex and Relationship Education**

#### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents **do not have the right to withdraw their child/children.**

#### **National Curriculum Science**

##### **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 and reproduce.
- 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.

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.

Such a programme can successfully follow the outline given below;

### **The organisation of Sex and Relationship Education**

#### **By the end of Key Stage 1, pupils will be able to:**

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk to someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

#### **By the end of Key stage 2 pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions

- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know, understand and have considered:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
- the diversity of lifestyles
- when it is appropriate to take risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

Menstruation will be discussed in separate all girls session. This is done with the school nurse (as well as the class teacher) who will be able to answer any questions which might require a medical/professional knowledge.

Cross-circular links will be made to Science and PHSE (Personal, Social and Health Education). The PSHCE Co-ordinator, Mrs Cooper is the curriculum lead and therefore is responsible for all aspects of the PSHCE including SRE. In respect of SRE, responsibilities are to:

- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Monitor and advise on organisation, planning and resource issues across the school
- Review / update the policy on a two year cycle or sooner if necessary
- Keep the governing body fully informed of issues and progress in SRE
- Act upon any concerns, which may arise from pupil disclosure during SRE sessions.

### **The Teacher**

Teaching children about SRE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis e.g in assemblies and through implementing our behaviour policy.

It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular, to:

- To establish with pupils a set of ground rules which set the parameters for discussion
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Discuss all types of relationships with sensitivity and respect.
- Approach the teaching of SRE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge and understanding from other Science topics; through dialogue with the Headteacher about vulnerable pupils.
- Not be drawn into providing more information than is appropriate to the age of the child.
- Acknowledge questions that are too explicit which may need to be answered, at a parent's discretion, by the parent or carer.
- Opportunities will be given for children to ask questions. However, any questions raised by pupils which directly concern the act of sexual intercourse will not be answered.

### **Specific Issues**

#### **Parental consultation**

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

#### **Child Protection / 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.

#### **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 box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### **Use of Visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

### **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.