

Inspiring each other to achieve success



Congerstone Primary School

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Sex and Relationships Policy

Adopted from: **School Policy based on guidance from Healthy Schools**

Policy to be reviewed: **Every 3 years**

Last reviewed: **March 2013, September 2015, Sept 2018**

Date of next review: **September 2021**

Signed: Date:
Chair of Governors

Name:

Signed: Date:
Headteacher

SEX AND RELATIONSHIPS EDUCATION POLICY

Defining Sex and Relationships Education (SRE) DfEE Guidance 0116/2000

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Sex and relationships education is the right and responsibility of the parent/carer. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

The Aims of Sex and Relationship Education

Based on the above definitions, the aims for sex and relationship education at Congerstone School are:

1. To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
2. To enable students to better understand the nature of human relationships;
3. To enable students to see the importance of stable, loving relationships for the bringing up of children.

In this school SRE has three main elements, all of which are important for a balanced SRE programme:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, stable and loving relationships and marriage
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making.

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human reproduction, emotions and relationships

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.

Content of the school's SRE programme

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.

Key Stage 1

1. b) That animals including humans, move, feed, grow, use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of humans.
f) That humans and animals can reproduce offspring and these grow into adults.
3. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) 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;

Foundation

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

Key Stage 1

Through work in science children learn about;

- The life cycles of some animals,
- The idea of growing from young to old and learn that all living things reproduce.
- The importance of personal hygiene to maintain good health.

In RE and Citizenship children reflect on;

- Family relationships, different family groups and friendship.
- Rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- And 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.
- Personal safety.

Key Stage 2

In science children build on their knowledge of

- Life cycles and learn about the basic biology of human reproduction including birth of a baby in year 6.

In RE and Citizenship, they continue to

- Develop an understanding of relationships within a family, between friends and the community
- Understand that there are different patterns of friendship.
- Develop skills needed to form relationships and to respect other people's emotions and feelings.
- Consider how to make simple choices and exercise some basic techniques for resisting peer pressures.

Children in Year 6 are taught about

- The physical, emotional and social changes at puberty, which includes personal hygiene (this may be covered in Year 5 if the class are deemed to be ready. Parents will be informed)

The delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is the responsibility of the class teachers to deliver National Curriculum Science Order according to the Scheme of Work.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The protocols for discussion based lessons with students are that:

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.
- It may be appropriate to discuss a subject in a small group
- A query box is used throughout the programme to encourage pupils to ask questions

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Use of outside visitors

The school nurse may be involved in delivering SRE lessons to Year 6 (see above regarding Year 5) As a regular visitor to school, the nurse is aware of the procedures for visitors.

Parental consultation

The school includes information on sex and relationship education in the school prospectus

The school informs parents when aspects of the sex and relationship programme are taught; this is usually in the summer term. School provides opportunities for parents to view the videos and resources being used prior to the sessions.

Monitoring and evaluating SRE

SRE is monitored by the school's PSHE Co-ordinator and the designated teachers for SRE in Year 6 (Miss Simpson) It is their responsibility to:

- ensure that SRE occurs in the school's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

The curriculum committee of the governing body will monitor the SRE policy on a regular basis. If the policy appears to need modification, then the committee will report its findings and recommendations to the full governing body. The curriculum committee takes into serious consideration any representation from parents and carers about the SRE education programme, and comments will be recorded.

Links to other policies

Science Policy

PSHE Policy

Teaching and Learning Policy

Curriculum Policy