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# Primary School Academy Trust

## **Sex & Relationship Education Policy**

Date of Policy: April 2012

Responsibility: Governors

Date of review: June 2013

# Sex and Relationship Education Policy

## Governors' Statement of Intent

Learning about their own sexual development together with an awareness of their relationships with others, helps children to lay the foundations for future relationships and associated responsibilities. Sex and relationship education (SRE) will be delivered in a sensitive and supportive manner.

## Introduction

Sex education is not just about reproduction and sexual health. While these issues are important, education must also take account of sexuality, gender, roles and responsibilities. Sex education is about enabling children to act responsibly in making and maintaining relationships with others and to feel good about themselves and the choices they make. It is about developing self-assertion, self-respect and respect for others. Indeed, sex education is now commonly called 'sex and relationship education' (SRE).

Wootton has taken into account DfE and NC Guidance recommendations from Healthy Schools Development Officer (2010) and guidelines from recently published SRE materials. In the DES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'it is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

## Our Aims for SRE

Sex and relationship education involves:

- Providing information and knowledge
- Challenging beliefs, stereotypes and misconceptions
- Forming positive attitudes and values
- Developing sexual identity



- Promoting the skills necessary for effective communication and loving, caring and happy relationships
- Encouraging positive behaviour

At Wootton we believe these objectives can only be achieved using a developmental approach, beginning in the early years at an appropriate level and progressing through childhood and adolescence into adulthood. Sex and relationship education must be integrated into the whole curriculum, and not just 'bolted on' to any one stage of schooling. Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Sex and Relationship Education at Wootton:

## **FOUNDATION STAGE AND KEY STAGE ONE**

Through the topic of 'ourselves' (Science + PSHE) children will:

- learn that animals including humans, move, feed, grow, use their senses and reproduce(Early Years (EY's) and Key Stage 1 (KS1))
- learn names for sexual parts to be included when teaching the main external parts of humans (both OFSTED and the NHSS recommend that they do in KS1)
- know that humans and animals can produce offspring and these grow into adults (EYs and KS1)
- recognise similarities and differences between themselves and others and treat others sensitively (KS1)
- they will watch 'Living and Growing', Unit 1 video (Channel 4 Learning and follow up) in Year 2.



## KEY STAGE TWO

### Years 3/4

Science National Curriculum 4a Moving and Growing.

PSHE: Coping with change and loss; Friends and enemies.

Through these units the children will:

- learn differences between males and females.
- know what happens during pregnancy
- identify ways in which they have changed since they were born.

Through a topic ourselves (Sex Education) children will learn about:

- human reproduction,
- anatomy,
- puberty,
- relationship,
- starting a baby,
- birth of a baby,
- responsibilities of parenthood

This is covered by both Y3 and Y4 children and includes watching the 'Living and Growing Unit 2' video;

Prog. 4 - Changes,

Prog. 5 - How babies are made,

Prog. 6 - How babies are born. (including footage of a live birth)

Year 5 and 6 children will revise what has been covered in Year 3 and 4.

## **Years 5/6**

Science National curriculum 5a Keeping Healthy; 5b Life cycles of living things: animal reproduction, evolution, plant reproduction. Through these Science units + P.S.H.E children will

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

In addition, the Y6 children will watch *Living and Growing 3*. This reassures young people about the normality of puberty and adolescence (Prog. 7 and 8). Prog. 9 considers sexual stereotyping and how sex is presented in the media. It is important that children watch these as a class. However, follow up discussion will be done in single - sex groups. This will include an additional video provided by the School Health Nurse, a separate programme for each the girls and the boys. In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of KS2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty. what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

### **Involvement of outside agencies**

As recommended from the Healthy Schools Development Officer, the School Health Nurse be informed of when we run our SRE programme. This is so that she can be alerted should there be any need for follow up work..

The Youth Services Liaison Officer (YSLO) could also be used to deliver aspects of Protective Behaviours.

### **Confidentiality**

Teachers should encourage questions, and should answer them openly and honestly. The question asked may well be of general interest to the class; however, if it requires explicit information appropriate only to the individual, the teacher should not respond to the whole

class but to the individual as appropriate. When children are looking for advice the teacher should, wherever possible, encourage them to seek advice from their own parents or guardians and, if appropriate, from the relevant health service professional.

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **Involvement of parents**

While the school is aware of its legal requirements, it remains sensitive to the wishes of parents and the beliefs of the local community.

The school is well aware that the primary role in children's sex education lies with parents 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 co-operation. 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 given to children at home.

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

A letter (*Appendix 2*) is sent to parents outlining the work covered in the project and asking for the parents co-operation in allowing their child to follow the programme. Parents of all our children are also offered the chance to view the video materials beforehand. Parents have the right to withdraw their children from sex education, although not from these elements which are in the National Curriculum Science. In the event of a parent not wishing for their child to partake in these lessons, arrangements will be made for the child to work elsewhere in the school.

Parents with worries or concerns should be invited to contact the school. Experience suggests that worries expressed by parents can often be allayed by sensitive responses. They should never be ignored.

### **Monitoring and Evaluation of the Learning**

Our programme of Sex and Relationship Education is evaluated at

- the end of each unit by discussion within each teaching team;
- by formative assessment during the delivery of the unit through pertinent questioning;
- by summative assessment for Key Stage 2 children at the end of the unit.

Monitoring of Sex and Relationship Education is achieved:

- Through regular feedback to co-ordinator regarding the extent to which each unit's objectives have been achieved. In the case of Science units each team is expected to complete a unit review;
- through retaining examples of written work;
- through discussion on resources - suitability /shortages etc.
- through regular Feedback from School Health Nurse.
- through feedback from parents.

We acknowledge the principle underlying the effective Sex and Relationship Education is best achieved through a whole school approach, which ensures that this policy is set for the age and maturity of the pupils. This includes:

- Involving parents and carers
- Giving staff appropriate training and support;
- Ensuring that pupils' views are listened to.



We also acknowledge and respect parents rights to withdraw their child from the SRE programme.

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Ratified by Governors: June 2012

Headteacher:

Chair of Governors:

Date of review: June 2013