



Redesdale Primary School Sex and Relationships Education Policy

RATIONALE

Schools are required to have a discrete policy which addresses Sex & Relationships Education (SRE) in school. At Redesdale Primary School, we believe that we have a responsibility to provide children of all ages with accurate, sensitive, appropriate information based on their needs. We have based our Sex and Relationships Education policy on the DfE guidance 'Sex & Relationships Guidance' 2000 and 'Sex & Relationships Education in Schools' (updated January 2014). In these documents Sex and Relationships Education is defined as "learning about physical, moral and emotional development".

Sex and Relationships Education is part of the personal, social, health and economic education of children. It focuses on relationships, equality, friendships, family life, communication, safety, respect, trust and caring for others. Sex and Relationships Education is about understanding 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'. Details about life cycles and reproduction are included in our Sex and Relationships Education scheme and are also addressed in the Science curriculum.

Sex and Relationships Education contributes to the social, moral and cultural development of children and provides an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices. Our school believes that "Children need high-quality sex and relationships education so they can make wise and informed choices" (The Education White Paper, 2010).

AIMS AND OBJECTIVES

The objectives of Sex and Relationships Education are to help support young people through their physical, emotional and moral development. We aim to provide the children with information about sex and relationships which is accurate, up to date, honest and age appropriate. In order to make health informed decisions, we believe in a whole school approach to Sex and Relationships Education.

We aim to enable children to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Learn about different types of family and the importance of family life, with the emphasis on the importance of commitment, love and respect.
- Learn about the physical development of their bodies as they grow into adults using the correct terminology.
- Provide knowledge about life cycles of living things including humans.
- Be able to make informed choices that enable them to live a healthy and safe lifestyle and recognise their responsibility for their own actions.
- Recognise some of the possible difficulties in relationships including loneliness, separation, divorce and bereavement.

- Understand they have the right to feel and be safe and have the confidence to ask for help and know who they should go to.
- Be safe from abusive relationships (domestic abuse) and exploitation and recognise potential risks and know how to manage them (child sexual exploitation).
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Respect differences between people and challenge discrimination and prejudice.
- Be empowered to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.

ORGANISATION AND APPROACH

Sex and Relationships Education through the Science curriculum.

All aspects of the Science curriculum relating to Sex and Relationships Education are statutory.

This includes:-

Key Stage 1:

- That animals and humans grow and reproduce
- To recognise and name the main external parts of the body
- To recognise similarities and differences between themselves and others
- That humans produce offspring and these grow into adults

Key Stage 2:

- The life processes common to humans including growth and reproduction
- The main stages of the life cycle (including puberty)

Sex and Relationships Education through other subjects

Sex and Relationships Education will also be covered in other subjects especially Physical Education, Religious Education and English. This will mainly take the focus of dealing with emotions, building healthy relationships, knowledge and understanding of his or her own body, and how it is changing and developing.

Sex and Relationships Education through the PSHE curriculum

Sex and Relationships Education is covered as a discrete scheme from Early Years through to Year 6 (the scheme of work is available on request)

The Personal, Social & Health Education (PSHE) curriculum has recently been reviewed and uses SEAL themes, the Health for Life scheme of work along with incorporating Spiritual, Moral, Social, Cultural and British Values. Within the PSHE curriculum, each year group from Nursery to Year 6, learn about Sex and Relationships Education at an age appropriate level.

The main outcomes of SRE within the PSHE curriculum are:

- Understanding and managing their own feelings
- Taking responsibility for their own feelings
- Understanding the feelings of others
- Social skills
- Making informed choices

Other aspects of SRE are covered throughout the year, with emphasis on special themes such as Expect Respect. This is taught throughout the school.

We teach SRE in a variety of ways:

- Circle time
- SEAL work
- Assemblies
- Discrete subject
- Outside visitors
- School trips

PSHE and Sex and Relationships Education curriculum:-

By the end of Early Years Foundation Stage (5 years old)

Pupils will gain knowledge, understanding, attitudes and skills including:

- Form relationships & share feelings.
- Dress and undress independently and manage their own personal hygiene.
- Have a developing respect for their own culture and beliefs and those of other people.
- Recognise some safe and unsafe situations.

By the end of Key Stage One (7 years old)

Pupils will gain knowledge, understanding, attitudes and skills including:

- Recognise and name the main external parts of the human body.*
- 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 with 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 if they feel uncomfortable or at risk.
- 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.
- Know 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.
- Why families are special for caring and sharing.

By the end of Key Stage Two (11 years old)

Pupils will gain knowledge, understanding, attitudes and skills including:

- Express opinions, for example, about relationships and bullying.
- Listen to and support others.
- Respect other viewpoints and beliefs.
- Identify adults they can trust and who to ask for help.
- Recognise their value and to identify positive things about themselves.
- Listen to and support friends.
- Recognise peer pressure and know that they can say no.
- That life processes common to humans and other animals include growth and reproduction.*
- Learn about the main stages of the human lifecycle.*
- The names of the main external parts of the body including agreed names for the sexual parts.
- How their body works and be prepared for puberty.
- That their actions have consequences and be able to anticipate the results of them.
- About different forms of bullying and feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- The diversity of lifestyles.
- Other's points of view, including their parents.
- The diversity of values and culture in the school and in the community.
- The need for trust in relationships.

(* Statements from the National Curriculum Science requirements.)

Answering questions

Pupils will know that they are free to ask questions and to discuss issues with their Class Teacher and PSHE staff. They will answer pupil's questions in an open, factual and appropriate way. Questions should be answered within the following framework:

- 'Worry Boxes' may be used within SRE lessons and be available for all pupils to use at any time.
- Correct and appropriate terminology will be used.
- It is inappropriate for both teachers and children to answer personal questions.
- Staff are encouraged to answer all questions related to the agreed scheme of work, but will use their professional judgement to decide whether an appropriate response should be given to the whole class, one to one, referred home or dealt with by the PSHE Leader.
- Staff will give factual information and not personal views.
- In support of equal opportunities staff will challenge discrimination or stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.
- Staff will also encourage the children to discuss questions with their parents.

INCLUSION AND DIVERSITY

All children are entitled to a Sex and Relationships Education programme that is part of an integrated programme of health education. This will recognise and respect pupils' different abilities, levels of maturity and personal circumstances and differentiate lessons accordingly. Group and individual programmes will be provided for vulnerable children.

We work in partnership with the SENCO and parents to ensure that all students experience a quality Sex and Relationships Education programme. We also consult with children and parents who may have different needs due to religious or cultural beliefs.

As stated in the 1993 Education Act, pupils can be withdrawn from any part of Sex and Relationships Education that is outside the statutory element of Sex and Relationships Education contained in the National Curriculum for Science. Parents/carers wishing to exercise this right are asked to talk to the Headteacher to explore concerns and discuss the impact that a withdrawal may have upon a child.

THE ROLE OF PARENTS

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will answer any questions that parents may have about the Sex and Relationships Education of their child.

Parents have been consulted and will be involved in any review of the policy. We also take seriously any issues that parents raise with teachers or governors about our policy or the arrangements for Sex and Relationships Education in the school.

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

THE ROLE OF PUPILS

Pupils have the opportunity to raise any issues through their representative on the School Council. Pupils in Years 5 and 6 will be given the opportunity to review the lessons on puberty and body changes which are now given by Senior Leaders, the Class Teacher and the PSHE Leader.

THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education, such as the school nurse and other health professionals who give us valuable advice and support with our Sex and Relationship Education programme. All sessions will be jointly planned with the Class Teacher, Senior

Leaders and PSHE Leader and visitors will follow school policies. All information given to pupils must be age appropriate.

CONFIDENTIALITY

Teachers conduct Sex and Relationship Education lessons in a sensitive manner. It is the responsibility of the Class Teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher who will then deal with the matter promptly as a safeguarding/child protection issue.

SAFEGUARDING

School Safeguarding and Child Protection procedures must be followed when any disclosures about abuse are made.

THE ROLE OF THE HEADTEACHER/PSHE LEADER

It is the responsibility of the Headteacher or PSHE Leader to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher and/or PSHE Leader liaises with external agencies regarding the school Sex and Relationships Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

ASSESSMENT/EVALUATION

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

MONITORING AND REVIEW

The Curriculum & Standards Committee of the Governing Body monitors our Sex and Relationships Education policy on a regular basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Curriculum & Standards Committee gives serious consideration to any comments from parents about the Sex and Relationships Education programme, and makes a record of all such comments.