



Redmile Church of England Primary School Sex and Relationship Education Policy

1 Introduction

1.1 Our mission statement

At Redmile Church of England (Controlled) Primary School we provide a broad and balanced education for our children, which aims to develop their personal potential to the full within a caring environment.

1.2 We have based our school's Sex and Relationship Education (SRE) Policy on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000) and on the Leicestershire Healthy Schools Programme model policy. In this document, SRE is defined as 'learning about physical, moral and emotional development. 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'. SRE is part of the personal, social and health education curriculum in our school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1 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.

2.2 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 support pupils' through their physical, emotional, social, spiritual and moral development;
- 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 help prepare pupils for puberty and adulthood;
- To help prepare pupils for emotional changes;
- To consider feelings, attitudes and morals;
- To avoid confusion and alleviate 'fear'

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3 Context

3.1 We teach sex and relationship education in the context of the school's aims and values framework. While sex and relationship education in our school means that we give children information about puberty, we do this with an awareness of the moral code and Christian values which underpin all our work in school. In particular, we teach SRE in the belief that:

- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust and respect.

3.2 As part of our commitment to the provision of SRE, we:

- consult with parents on all matters of sex and relationship education policy;
- train teachers in sex and relationship education;
- invite our school nurse to deliver sex and relationship sessions to our pupils when possible;
- listen to the views of the children in our school regarding SRE;
- look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

3.3 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.

4 Organisation

4.1 We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (for example, science, citizenship and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

4.2 In PSHE we teach children about relationships and we encourage children to discuss issues, sharing attitudes and feelings as appropriate. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls in Year 6 (earlier if appropriate) about menstruation. We encourage the children to ask for help in understanding if they need it.

4.3 In science lessons in Key Stage 2, teachers inform children about puberty. In Key Stage 1 we teach children about how animals, including humans, move, feed and grow and that all living things reproduce in order for them to exist; we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth, but at a level that is appropriate for their developmental stage.

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- 4.4** In Year 5/6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Primary Care Trust 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 Year 5/6, we ensure that both boys and girls know how their 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.
- 4.5** We arrange a meeting for all parents and carers of children in Year 5/6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught and to see the materials the school uses in its teaching.
- 4.6** Year 5/6 parents are given a SRE leaflet (appendix A), issued by the DfES, which explains about parental rights.

5 Learning and Teaching Style

- 5.1** A range of teaching methods, which involve children's full participation, are used to teach SRE. These may include use of video, discussion, drama and written work.
- 5.2** Whilst the majority of lessons will be delivered through whole class teaching, we recognise that some issues may be more sensitive and might need a different approach, for example older pupils might prefer to ask questions relating to menstruation without the presence of the opposite sex.
- 5.3** All SRE lessons will be taught in the presence of the class teacher or Head teacher, but may be delivered by support agencies such as the school nurse.
- 5.4** For older pupils, use of an anonymous questions box may be used to support those pupils who are less confident in speaking in front of others. If a personal disclosure takes place, see section 10. Concerns will be dealt with at the discretion of the teacher, for example s/he may decide that it would not be appropriate to discuss a particular issue with the whole class and suggest that the individual concerned speaks separately to the teacher.
- 5.5** In the case of 'difficult questions' the teacher and/or nurse will use sensitivity and discretion when responding. For example, s/he might say, "That is not something I had planned to talk about today." 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.

6 Inclusion

- 6.1** At our school we teach sex and relationship education to all children, whatever their ability, at a level that is appropriate for their age and stage of development with differentiated provision if required.

7 Equal Opportunities

All pupils will have an equal opportunity to access SRE at Redmile CE Primary School regardless of colour, culture, religious beliefs, origin, race, gender, sexuality or ability.

8 The role of parents/carers

8.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE 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 SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the video/s and resources being used.

8.2 Parents/carers have the right to withdraw their children from some, or all, sex and relationship lessons, but ***not statutory science lessons***; 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.

8.3 We are required to teach the following as part of the Science National Curriculum:

Foundation Stage

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

Key Stage 1

Children learn:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and name 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 them with sensitivity

- **Key Stage 2**

Children learn:

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

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9 The role of other members of the community

- 9.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to SRE. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our sex and relationship education programme and are provided with a copy of this policy. Other people that we may call on include local clergy, social workers and youth workers.
- 9.2** “Visitors should complement but never substitute or replace planned provision. It is the PSHE co-coordinator’s and teacher’s responsibility to plan the curriculum and lessons.” (Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11). When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

10 Confidentiality

- 10.1** 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 Teacher for child protection in line with the LA and school policy procedures for child protection.
A member of staff cannot promise confidentiality if concerns exist.
- 10.2** If a disclosure of an at-risk nature takes place, the teacher will talk again to the individual before the end of the school day. This will take place in the child’s own classroom (as this is where the child will feel most comfortable) with a *discrete witness* providing support for the teacher. The teacher will then discuss the issue with the Head teacher/Designated Teacher for child protection to agree the next steps, which will be in line with LA and school policy procedures.
- 10.3** Pupils should know that staff cannot offer unconditional confidentiality and that if confidentiality is broken then they will be informed first and supported appropriately. Pupils will be reassured that their best interests will be maintained.
- 10.4** Pupils will always be encouraged to talk their parents wherever possible, with appropriate support as necessary. Staff are not legally bound to inform parents (or the Head teacher) unless the head teacher specifically requests them to do so. We have agreed that as Redmile CE Primary School is such a small community (in comparison to a secondary school where the Head teacher has little or no daily contact with staff/pupils/parents, etc.), disclosures causing a member of staff concern should be discussed with the Head teacher.
- 10.5** Staff will make sure that pupils are informed of external sources of confidential help, for example the school nurse, counsellor, GP, Child Line.

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11 The role of the Head teacher

- 11.1** It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our SRE policy and that the policy is implemented effectively. It is also the Head teacher'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.
- 11.2** The Head teacher liaises with external agencies regarding the school SRE 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.
- 11.3** The Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

12 Monitoring and review

- 12.1** Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for SRE. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, talking to pupils, sampling teachers planning and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.
- 12.2** The Curriculum Committee of the governing body reviews our SRE policy biannually. This committee reports its findings and recommendations to the full governing body. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.
- 12.3** The school governor with responsibility for PSHCE visits the school, as part of the Governors visits programme, to meet with the subject leader to observe and discuss learning and teaching in SRE throughout the school.
- 12.4** This policy was developed in consultation with the Parents' Forum.

13 Area/s for further development

- Review and build up a bank of useful resources (use Leics. Healthy Schools recommended guide and checklist.)
- To present the revised terminology grid to the Parent Forum for final discussion

Reviewed in: Autumn 2011

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REDMILE CHURCH OF ENGLAND PRIMARY SCHOOL

Introduction of terminology relating to Sex and Relationship Education as agreed by
Parent Forum 2011

YEAR GROUP	TERMINOLOGY
Reception Year 1	Love Friends Relationships Friendship Marriage Pregnancy Saying No Naming body parts Morals/values Body changes Good/bad touching Hygiene
Year 2 Year 3	Self esteem Self respect Peer pressure self-image Good/bad touching self awareness Developing fetus Asking for help Life cycle
Year 4	Media images Stereotypes Reproduction
Year 5	Periods Conception Puberty Hair growth Local services Risk taking the Law
Year 6	Negotiation skills Sexuality Sexual intercourse Lesbianism Monogamy Homosexuality Masturbation Wet dreams Bisexuality
Key Stage 3	Rape Safer sex Celibacy Condoms STIs Sexual exploitation Prostitution Terminations HIV/AIDs Contraception Sex for pleasure