



Sex and Relationships Policy

Introduction

Within the Federation we believe that effective Sex and Relationships Education (SRE) is essential to enable children to make informed decisions about their lives.

The SRE programme is integrated into the Personal Social Health Education (PSHE) curriculum within the school.

SRE is a lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of long term loving adult relationships and its importance for family life and bringing up children.

Sex and Relationship education has three main elements that we aim to teach:

- attitudes and values
- personal and social skills
- knowledge and understanding

Attitudes and values

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

Personal and Social Skills

- Learning to manage emotions and relationship with confidence and sensitivity
- Developing self respect and empathy for others
- Learning to make choices based on an understanding of difference and with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships, e.g.: friendships, bullying, building of self esteem communication, assertiveness.
- Helping our children to protect themselves by affirming their rights to be able to resist unwanted touch or advances and to talk about such matters openly.

Knowledge and Understanding

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussions on physical and sexual matters can take place without embarrassment
- Counteracting misleading myth and folklore and fake assumptions of “normal” behaviour.
- To be aware of sources of adult help and support
- The Sex and Relationships Policy has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development including the:

- Equal opportunities policy
- Health and safety policy
- Inclusion policy
- SEN policy
- Drugs Education policy
- PSHE and Citizenship policy
- Behaviour and Discipline policy

Aims

Within the context of the above we aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of PSHE and Citizenship. Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

We aim to promote health education through our participation in the National Healthy School Standard scheme. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.
- develop our children's confidence in talking, listening, and thinking about feelings and relationships.
- support our children through their physical, emotional, spiritual, social and moral development by providing them with clear information and opportunities to relate to wider considerations.

Process of Policy Development and Consultation

This policy is descriptive of current practice in our school in both Sex and Relationship Education (SRE). It has been developed through a full consultation process with staff, parents and governors. The policy was written by the Staff of the school under the guidance of the LEA Healthy Lincolnshire Schools Advisory Group. Due reference has been made throughout this process to the following documents:

Sex and Relationship Education Guidance
 Sex and Relationships
 SRE – National Health School Standard
 Sex Education Guidelines
 Sex Education Policy Statement
 LCC Children's Services Guidance and Training
 Lincolnshire Healthy Schools Guidance and Training

DfEE 0116/2000
 HMI 433
 DofH
 LCC Children's Services
 LCC Children's Services

SRE provision

The combined PSHE and Citizenship framework is developed through four broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people, developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE, Citizenship and SMSC curriculum. Other curriculum areas may also include opportunities for discussions.

We believe that SRE should be delivered within the following moral framework.

Our programme promotes:

- self respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other peoples feelings
- Mutual support and co-operation
- Honesty
- Accepting the responsibility for the consequences of our own actions
- The rights of people to hold their own views
- Not imposing our own views on other people
- The right not to be abused by other people or taken advantage of.
- The right to accurate information about sex and relationship issues.

We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our PSHE & Citizenship curriculum, we also teach some sex education through other subject areas e.g. Science 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.

Some areas of SRE are covered by the wider curriculum have been identified as:

Human Growth and Development:-

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

Parenting, Families, Life Cycle:-

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and be able to talk about emotions involved.

Relationships:

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

Sexuality, Sexual identity, Self esteem:

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

Child Protection and Safety:

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.

Personal and Social Skills:

- Encourage discussion about emotions to share experiences.

By the end of Key Stage 1

pupils will be able to:

- Recognise and compare the main external parts of the body (Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity (Science)
- 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 when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce (Science)
- That humans and animals can produce offspring and these grow into adults (Science)
- 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 alike 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 examples about relationships and bullying
- listen to and support others
- respect other viewpoints and beliefs
- recognise their changing emotions with friends and families and be able to express their feelings positively
- identify adults that 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
- seeing things from other peoples 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 and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages in the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about physical changes that take place during puberty, why they happen and how to manage them
- the many relationships in which they are 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.

Pupils will have considered

- the diversity of lifestyles
- others' points of view, including their parents and carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a 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

Teaching Methods and Resources

Active learning methods which involve children's full participation are used and SRE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- role play and drama;
- class discussion;
- group discussion;
- circle time;
- reflection time.

All teachers are committed to delivering the SRE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end, ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation and warning time so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Reception onwards only the correct names for body parts will be used -breast, penis, vagina, bottom
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Where appropriate all questions will be answered fully and honestly. If a question is considered inappropriate due to the age appropriateness of the enquiry, the explicit nature of the question or its social and moral connotations the teacher will seek advice on how to respond from the PSHE Subject Leader. Where concern remains the question may be referred to the parent to respond to appropriately. If a question or comment raises a Child Protection concern the Headteacher should be informed so that Child Protection and Safe Guarding procedures can be followed.

Responding to Difficult Questions

Children will be allowed to ask questions of their teacher in accordance with the ground rules established at the outset of the unit of work. Where questions are considered appropriate, the teacher will respond in an honest and factual way. If the class teacher is uncomfortable answering a particular question, due to its age inappropriate content, it may be deferred and advice sought from the Subject Leader/ Senior Leader about how to progress. The teacher may choose to use an age appropriate system allowing the children to table questions anonymously.

Roles and Responsibilities

The PSHE Co-ordinator is responsible for the following: (included in the PSHE & Citizenship Policy).

1. To monitor school practice that will lead to the writing of a policy and scheme of work.
2. To keep up to date with developments in the subject by attending INSET, Workshops, Support Groups, accessing books and other literature, and sharing this information with colleagues.
3. To bring to the attention of the Headteacher possible developments in the subject.
4. To share expertise and subject knowledge by leading In Service Training (INSET), Workshops, and Staff Meetings.
5. To order, monitor and develop resources, keeping them well organised, labelled and accessible.
6. To advise colleagues on appropriate planning, teaching methods, activities and resources.

7. To lead by example by showing good practice through joint planning, team teaching, working alongside colleagues, and modelling good practice.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE 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 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.

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

Role of Parents

The school is well aware that the primary role in children's sex 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:

- Inform parents about the school's sex education policy and practice through, for example, newsletters, school prospectus, etc;
- 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 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 give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Working with outside agencies

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. We may also include local clergy, social workers and youth workers in our delivery of SRE. When this occurs all contributors to the SRE programme are made aware of this Policy.

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex, race or sexual orientation in deciding admissions, providing the curriculum, teaching

and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time with us within the Federation.

Care is particularly taken to ensure that we promote positive gender role models, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood. We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

Pastoral support for pupils

All teachers and teaching assistants are approachable to discuss sex and relationship issues with the children. However, if a child makes a reference to being involved, or likely to be involved in sexual activity then the member of staff 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. If any child wishes to talk to an adult in confidence then the time and space for this to happen will be provided but no offer of confidentiality will be offered to the child. In these circumstances the teacher will refer their concerns to the nominated child protection officer in the school and act according to advice given.

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