



Crockerne C of E Primary School

Name of Policy:	Sex and Relationships
Committee:	Curriculum, Standards and Staffing
Date Ratified:	
Next Review:	
Chair of Governors Signature:	
Headteacher Signature:	

Sex and Relationship Education

What is Sex and Relationship Education? (SRE)

The DfE's guidance for Sex and Relationship Education (2000) was written to take account of the revised National Curriculum and the new Personal, Social and Health Education (PSHE) framework. Sex and Relationship Education (SRE) is an integral part of the non-statutory guidance for PSHE in primary schools and, therefore, this policy should be read in conjunction with the school's PSHE and Citizenship Policy and Guidelines.

The DfE's guidance defines SRE as follows:

"It is the lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity- this would be inappropriate teaching."

Elements of sex education are included in the National Curriculum for Science. There is a legal duty upon schools to teach these aspects. Other aspects, including the relational context of sex education, are delivered through PSHE and Citizenship which is non-statutory at KS1 and KS2. Sex and Relationship Education in Primary Schools remains at the discretion of the governing body, apart from the biological aspects included in science.

Children of this age are naturally curious and much of their learning comes from honest answers to straightforward questions. Many will have some ideas about sexual health matters having witnessed pregnancies within their own families, heard discussions between adults, seen programmes on television etc. It is therefore important that children's questions are answered as accurately as possible and at a level that is suitable for children.

What we believe

Although, ideally, parents should be considered the key people in educating their children about sex and relationships, the Governors believe that, as a school, we can and should provide opportunities for children to discuss and explore issues as part of a balanced and carefully considered programme of work for SRE in Key Stage 2. Learning about sexual relationships is an inescapable element of school and home life. Children will talk about these issues at play as well as in the classroom and they are likely to be aware of them through the media. It is important in a world where children and young people are surrounded by many different, conflicting messages that they are given accurate information, so misconceptions can be dispelled and they feel reassured about themselves and others. We believe that children have a right to know about the changes that are taking place, and will take place, in their bodies and how these may affect their feelings and attitudes.

The Crockerne is a Church of England School. As a Church of England School, we believe that sex education should be based on inclusive Christian principles and values, emphasising our core Christian values of respect, compassion, loving care, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. SRE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values.

"As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But ...there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken that there is no stigmatisation of children based on their home circumstances."

(DfEE Circular 116/2000)

We recognise that as children progress through KS2 and beyond, they need opportunities and support in working out their own belief system. This will take account of their response to faith or moral teaching they have received within school, culture or from home.

Our aspirations (see also PSHE and SMSC policy)

To help children to:

- Discover how the body changes as they approach puberty and support them in becoming prepared for these changes.
- Recognise how people's emotions change as they grow up and how they might deal with their feelings towards themselves, their family and others in positive and sensitive ways.
- Understand the main stages of the human life cycle and life processes.
- Become aware of different types of relationship and to appreciate the value of stable, loving relationships such as marriage.
- *Be familiar with Christian beliefs and attitudes regarding sex and relationships.*
- Develop skills to be effective in relationships, to care about the feelings of others and appreciate that their own actions affect not only themselves but also those around them.
- Develop confidence in talking, listening and thinking about feelings and relationships and to explore values and moral issues.
- Be aware of pressures to behave in unacceptable or undesirable ways and know where they can go for help, advice and support. We want children to feel safe and secure and protect them from the dangers of unhealthy relationships and unwanted advances.

- Appreciate we are all faced with choices and to help them make decisions based on accurate information rather than misconceptions or ignorance.
- Celebrate their uniqueness.
- Recognise love, in its many forms as the basis of meaningful human relationships.
- Begin to appreciate the responsibilities and commitments needed in bringing up a child.

How we plan to teach

FS/KS1

- Sex and Relationship Education will not be taught formally as a separate subject in the curriculum but will be included as part of our science, PSHE and SMSC programmes
- Matters relating to sex education will be included as a natural part of our thematic learning.
- Active learning methods, which involve children's full participation, will be used. Pupils will be taught in mixed gender groups.
- Staff will use the correct physiological terminology for all external male and female body parts and correct children's misconceptions of vocabulary.
- Staff will use the questions agreed by the parent working group, staff and governors as a basis for their discussions with children.
- It will be the responsibility of all adults in the school to help the children towards a healthy understanding of relationships. Children will be encouraged to develop good relationships with other children and adults through the use of the SEAL programme (Social and Emotional Aspects of Learning) as detailed in our Personal Social and Health Education policy (PSHE). We will also encourage pupils to develop healthy relationships through initiatives such as circle times, playtime buddies (Y6 children), Clubs, school council discussions, whole school assemblies, celebration assemblies, through our development of our understanding of both Christian and British values and the manners tree. We will ensure that our planning provides opportunities to specifically focus on friendships, bullying and the building of self-esteem as laid down in the Sex and Relationship Guidance 2000 (1.13).
- The programme will be evaluated through assessment of the science curriculum at the end of the units taught.

Years 1 and 2 will deliver the legal requirements as laid out in the National Curriculum Orders for Key Stage 1. They are as follows:

Year 1:

Pupils should be taught to

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2:

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

In KS2:

Through the Science curriculum, pupils will be taught about the life processes common to humans and other animals, which include reproduction and growth, and about the main stages of the human life cycle.

Year 3/4:

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Year 5/6:

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

- describe the changes as humans develop to old age.
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Through our PSHE, SMSC & Citizenship programme, pupils will regularly be involved in activities and discussions to help them think about themselves, their relationships, making choices and decisions and peer pressures. (See school PSHE / SMSC policy and guidelines)

Through discrete Sex and Relationship Education sessions.

Content of these sessions will include:

- **Body knowledge**, including an understanding of pubertal changes and reproduction. 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. We encourage the children to ask for help if they need it.
- **The context of sexual relationships**, including values and attitudes.
- **Personal awareness and safety.**

Also through RE, Collective Worship and day-to-day life in school:

- Discussing and demonstrating the importance of relationships, the way we treat and respect each other in the school and wider community, the value of the family unit and the way we celebrate our differences, similarities, uniqueness and life itself.
- Children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

By the end of Key Stage 2 we ensure that both girls and boys know how babies are born, 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.

Resources

- The most significant resource in the classroom is the teacher. It is important that sex education issues are discussed with the children primarily by a familiar adult with whom they feel comfortable.
- If a member of staff feels uncomfortable with teaching sex education units, even after support is provided, the PSHE coordinator or Year Group colleague may deliver the programme.
- A range of resource material is available for delivering the sex education programme. It is important that any resources are used skilfully and selectively by the teacher and that they reflect the values agreed within this policy.
- Health and Sex Education is a shared responsibility. What is learned at school can be supported by experiences in the home and community. Therefore, it will sometimes be appropriate to involve visitors from outside agencies (e.g., Health or Welfare Professionals), religious leaders or visits by parents and babies. If so, it is important that they are familiar with the school's values and approaches identified within this policy. Teachers will ensure appropriate planning and follow-up work takes place for such visits. Any visitors must be accompanied by a teacher familiar with the school's values and approaches and who is ready to intervene as deemed necessary.

Teaching methods and classroom arrangements for SRE

A range of teaching methods will be employed which encourage children's full participation and provide plenty of opportunities for reflection and discussion. All classes are mixed but single gender groups may be formed for some sessions if deemed appropriate and relevant.

Sex Education sessions will normally take place in a familiar setting.

A question box will be available in each class for children to place questions or concerns that they may not wish to raise in front of their peers.

Children are encouraged to discuss issues with their parents, carers or other adult they can trust.

It is important for ground rules to be agreed and established before class discussions on Sex and Relationship Education issues take place.

Ground rules will include:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in discussion.
- No 'put-downs' or teasing.
- Meanings of words will be explained or discussed in a sensible and factual way, as appropriate.
- Everyone should try to use the correct names for parts of the body.

Vulnerable Children

We believe that vulnerable children, including those with special educational needs, should be properly included in sex and relationship education. Activities and questioning should be differentiated where appropriate so that all children can be helped to understand their physical and emotional development and enable them to make positive decisions in their lives.

Specific Issues

Relationships with Parents

We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we:

- Inform parents about the school's sex and relationship policy and practice;
- Take 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;
- Inform parents about the teaching of sex education in school so that the parents and school can work together to support the child with regard to sex education.

Withdrawal of Children from Sex and Relationship Education

Schools have a legal duty to teach the biological aspects of Sex Education identified within the National Curriculum for Science. These must be taught to all pupils and parents are not allowed to withdraw their children from these lessons.

Parents are permitted to withdraw their children from all or part of the sex education that falls outside of the National Curriculum. Such requests should be discussed with the Head Teacher. We will attempt to establish reasons why parents wish to withdraw their child. If the decision to withdraw a child is made, we must ensure alternative arrangements are made and should try to ensure these arrangements cause minimal embarrassment to the child and minimal disruption to the programme. Once a child has been withdrawn, they cannot participate in Sex Education sessions until the request for withdrawal has been removed.

Incidental Sex Education

Sometimes the teaching of unrelated topics may result in discussion of aspects of growing up, the nature of relationships or sexual issues. This will not constitute sex education so long as discussion is relatively limited and is set within the context of the other topic or subject. Although proper attention should be given to relevant issues, teachers will try to respect pupils' and parents' sensitivities. Staff will discuss any concerns with the school leadership.

Responding to Children's Questions

Occasionally a child may ask a difficult or sexually explicit question that could be deemed inappropriate for discussion with this age group. We believe that teachers need to feel able to use their skill and discretion in these situations. If in doubt as to how best to respond to a question or situation that arises, teachers should refrain from providing an immediate or direct answer and discuss the best way forward with the school leadership. In such a situation, the child may be encouraged to discuss the issue with their parents or carers. For their own protection, staff should not organise one-to-one meetings with children to discuss sensitive or personal issues. Use of the class question box will help teachers to have more control over the issues discussed in whole class discussions.

Confidentiality and safeguarding children procedures

Some activities, especially discussions about relationships, can give rise to disclosures of a child protection issue. As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned but children need to be made aware that confidentiality cannot always be maintained. If the adult believes that a child is at risk or in danger, she/he should follow safeguarding procedures as laid out in the Safeguarding Policy and guidelines.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Procedures for Monitoring and Evaluation

We are committed to monitoring and evaluating the effectiveness and appropriateness of our Sex and Relationship Education programme.

This will be achieved by:

- Pupil feedback
- Observations
- Staff / Year Group reviews and feedback
- Parental comments
- Diocesan feedback
- SIAMS inspection
- OFSTED inspection

The policy will be reviewed at least every 2-3 years and as determined pedagogy develops.

This SRE 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

SEN Policy
PSHE Policy
SMSC Policy
Behaviour Policy
Anti-Bullying Policy
Safeguarding Policy
ICT Policy
E safety Policy
Disclosure Policy
Whistleblowing Policy