

Kirkby Malzeard CE Primary School

Policy Title: Sex and Relationship Education

Contact Person: Mrs A Peacock

What Is Sex and Relationship Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

In addition Kirkby Malzeard CE Primary School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all pupils in our care.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider important values to be love, respect and care for each other.
- In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion regarding personal matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes and in particular what is appropriate for each individual child. We do this through an open door policy and regular contact with our families.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

Personal Development and Relationship Education in our school has three main elements:

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made and how to manage conflict
- empowering pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults and know who to talk to / confide in if this occurs

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life and stable and loving relationships.
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

Aims

The aim of Personal Social Health Education including Sex and Relationship Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our PSHE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

Delivery of SRE and the Personal, Social & Health Education curriculum

At Kirkby Malzeard CE Primary School PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The National Curriculum for science is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos. In school we value the use of SEAL and other Personal, Social and Health Education programmes. We cover sex education discretely through various topics such as the human body, growth and change, relationships and healthy lifestyles. Teachers are fully aware that issues linked to sexuality and reproduction may arise in a number of other areas. When discussions arise, issues are treated sensitively and appropriately according to the development of the child or children involved. Through our 'open door' policy and regular contact with families parents are notified if their child has asked a question which may require further discussion at home. This may be through a telephone conversation, if appropriate or a face to face meeting.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

We plan and deliver age appropriate information in line with Sex and Relationship Education Guidance DfES 2000.

In order to appropriately cover the areas of study suggested for sex education and family life education at **Foundation stage and Key Stage 1** we will need to help pupils to:

- Have access to correct information about their own bodies and those of the opposite sex.
- Have an acceptable agreed vocabulary for communication about them in class.
- Understand why families are special for caring and sharing (statutory.)
- Feel secure in asking questions.
- Develop sensible attitudes to bodily functions.
- Be aware of different types of caring home backgrounds.
- Be aware that people differ in their stage and rate of development and have different needs at different times.
- Recognise similarities between themselves and others and treating others with sensitivity (statutory.)
- Know that humans develop at different rates and that human babies have special needs.
- Be able to name parts of the body.
- Have an understanding of personal safety and how to keep safe.
- Be able to treat all animals with care and sensitivity (statutory.)

At **lower Key Stage 2 (Y3/4)** we aim to develop in greater depth the work initiated at Key Stage 1, and in particular:

- Relationships and families; how individuals belong to many groups, and have different roles (including challenging gender stereotypes.)
- The rights of others to hold and express different views.
- Different patterns of friendship, loyalty and the skills needed to form good relationships.
- A greater range of human emotions and feelings, including those of loss, and begin to learn how to deal with these.
- How actions have consequences for themselves and others.
- Other people's feelings and emotions, and to have respect for these
- Supporting children with strategies to deal with situations where they feel uncomfortable; good and bad touching, both inside and outside the family home and helping them to develop responses to these (including "Stop, I don't like that.")

At **upper Key Stage 2 (Y5/6)** we want pupils to develop an awareness and understanding of:

- The above concepts in greater depth.
- A positive attitude to relationships to help them to develop a sensitive, responsible attitude towards themselves and their relationships with others, particularly with regard to sexual reproduction.
- At Year 5 the physical, emotional and social changes which take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are or are about to happen to them, and allowing them to ask questions.
- At Year 6 the above point will be reinforced, taking into consideration the maturing development of the children.
- At Year 6 the basic biology of human reproduction - conception, birth and growth, and some of the skills and responsibilities involved in parenting.

- The life processes common to humans and other animals including growth and reproduction (statutory.)
- The main stages of human life cycle including the basic facts about the process of conception, pregnancy and birth (statutory.)
- Increase consideration for others through moral education and development of social skills.
- Know and understand how changes at puberty affect the body in relation to hygiene.

External agencies: Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

Procedures for assessment, monitoring, evaluating and reviewing:

Monitoring is the responsibility of the head teacher, leadership team, named governor, and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, monitoring teachers planning and through the children's own evaluations,

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed annually and appropriate changes implemented in line with government guidance and our own monitoring and evaluation systems.

Confidentiality and Safeguarding issues are addressed:

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 Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

There may be rare occasions in a primary school when a teacher is directly approached by a primary age child who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue and reported to the designated member of staff, who is the Headteacher, Mrs Peacock. The designated person addresses child protection issues and ensures help is provided for the child and family.

Pupils are advised where to get confidential advice

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

- Pupils should be informed of where to access age appropriate help inside and outside of school.
- The school is aware of local support services / sexual health services and staff who are teaching SRE should ensure they provide up-to-date information to the pupils.

Relevant staff contacts:

Safeguarding Designated Person – Andrea Peacock

Deputy Safeguarding Designated Person – Rebecca Wolfe

Safeguarding Governor / SRE Governor – Karen Pickles

This policy has been agreed with staff: Feb 2016

This policy has been approved by the Governing Body: Feb 22nd 2016

Review Date: Feb 2019

This policy also links to:

- Safeguarding / child protection
- Confidentiality policy
- Anti-bullying policy
- PSHE Policy
- E-safety policy
- Inclusion policy
- Learning
- Equalities policy
- Science policy

