



SEX AND RELATIONSHIPS EDUCATION POLICY

Rationale

Charlton Horethorne CE Primary School is a Church school. As part of our Christian values we work together to learn about and respect children's rights both locally and globally. Our SRE policy reflects the following articles:

'Article 6: You have the right to life and to be healthy.'

'Article 13: Your right to have information'

The Governing Body believes that sex education is essential and an integral part of a broadly based curriculum and should be taught as an ongoing theme throughout the primary school years that follows guidance from the National Curriculum and DfE. In recording this intention the Governors place importance on the following matters:

Definition of Sex & Relationship Education (SRE)

Sex and relationships education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance
- Be provided within a holistic context of emotional and social development across all settings.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that the wider community has much to offer (e.g. outside agencies)

Rationale

The aim of this policy is to equip all young people with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime. Information about sex alone can never be enough.

The three main elements involve:

(these will be dealt with and taught on an age-appropriate basis – read further to see the aims and objectives that will be covered at)

Knowledge:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy and the issues relating to unplanned pregnancy
- learning how the media, the internet and pornography can influence attitudes and behaviour towards sex

Attitudes:

- learning the value family life, and stable and loving relationships;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour;
- learning the value of respect, love and care;

Skills:

- learning to manage relationships confidently and sensitively;
- learning to make choices and considering consequences of choices made
- developing self-respect and empathy for others
- managing conflict
- empowering students with the skills to be able to avoid inappropriate pressures or advances(both as exploited or exploiter)
- to critically reflect and separate fantasy from reality

Aims & objectives:

SRE in primary schools should ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

Learning Outcomes

The following statements are offered as an illustration of learning outcomes for SRE at each key stage. They give a basis for schools to plan schemes of work so as to develop the knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and reflect on the statutory framework for PSHEE.

SRE in primary schools should lay the foundation for factual knowledge and the more sexually explicit information required by young people in later years.

SRE is **not** about encouraging sexual experimentation, taking away a child's innocence or over ruling the wishes and rights of parents.

RSE that starts early in primary school can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

By the end of the Foundation Stage

Students will be able to

- Recognise that their behaviour can affect other people
- Identify family members and friends and the roles that they play
- Consider ways they have changed physically since they were born
- Recognise some of the proper names for the external parts of the body
- Describe some of the functions of some parts of the body

Students will know and understand:

- That humans produce babies that grow into children and then into adults
- Why it is important to keep clean
- Basic hygiene routines
- Who they can talk to at home and in school

Students will have considered:

- Different ways they can express their feelings
- How feelings can influence friendships
- How they can help to look after themselves

By the end of KS1

Students will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- 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 when they feel uncomfortable or at risk.

Students will know and understand:

- 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
- 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
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Students 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 KS2

Students will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults 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
- See things from other people's 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.

Students will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- The main stages of the human life cycle*

- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all 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.

Students will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or 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.

School Context and staff responsibilities

Safeguarding and confidentiality

Teachers and other adults working in schools should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to the school's Safeguarding / Child Protection Policy).

Teachers and other adults in schools should not offer or guarantee absolute confidentiality. A clear and explicit confidentiality policy which children, young people and parents understand should ensure good practice throughout the school. It should indicate the protection procedures, personal disclosures by children and young people and the role of health professionals working in schools.

The Role of Stakeholders

- To acknowledge and compliment the role of parents/guardians as sex educators and to work with them
- To fulfil our statutory requirement to produce this policy and make it available
- Keep parents informed through information evenings, drop-ins, workshops and publication of this policy on the website.

Curriculum Organisation

The school will ensure that the provision of the Equality Act 2010 is met so that issues are taught in a way that does not subject students to any form of discrimination.

The school will ensure that students are taught in age appropriate groups giving consideration to the needs of students regarding:-

- Gender
- Religious and cultural background
- Education needs
- Disability

Schools should aim to provide staff training and support to ensure a range of teaching strategies specific to the needs of the students within their school.

The views of the students should be considered and respected when planning the programme.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and in appropriate in a whole class setting.

When delivering SRE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.

Monitoring, evaluation and review

All schools should implement systems which track pupil progress and assess knowledge, learning and understanding in SRE. Lessons should be monitored to assess the quality of learning, identify deficiencies in training and resources and identify outstanding practice.

The health and social context of the local community and of individuals in the school should be well analysed to ensure that the programme meets pupils' needs.

Regular and informed pupil, teacher, and parent and carer evaluations should be used to review and improve provision.

School leaders and their teams could use these characteristics to evaluate the quality of SRE in their schools:

- Can students' describe what they have learnt with maturity and enthusiasm?
- Do the activities meet the needs of different groups and individuals?
- Do teachers have excellent subject knowledge and skills
- Are teachers skilful in teaching sensitive and controversial issues?
- Is learning regularly assessed with staff having the same expectations as other in other subjects?
- Is the curriculum innovative and creative with a balance of discrete lessons, cross-curricular themes, assemblies, themed days and external speakers?
- Is the curriculum regularly reviewed and revised?
- Does the subject have a high status that is central to the vision and ethos of the school?

Equal Opportunities

We intend that the school's sex education policy and programme shall accord with other LEA's and whole school policies: particularly the policy on equal opportunities. We intend that the subject be taught so that the equal but different natures of men and women are not compromised.

We propose that sex education is organised in the school by a co-ordinator who will have responsibility for the implementation of the policy. We will endeavour to provide male and female role models whenever possible.

Methodology and Approach

- Reception to Year 6 will follow a planned curriculum dealing with reproductive cycles. Questions are to be answered as and when they occur.
- Reception to Year 6 follow SEAL units of work on Relationships.
- Year 5/6 will study human reproduction at a simple level following a planned programme to include videos, open discussions and opportunities for pupils to ask questions publicly, privately and anonymously.
- Year 5/6 pupils will be able to question a visiting school nurse.
- Year 5/6 pupils will work as a year group dividing into smaller/single sex/individual as necessary.

Every child is entitled to participation as part of the Science National Curriculum. The Education Act 1993 gives parents the right to withdraw their child from any or all of the school's sex education programme other than those elements which are required by the National Curriculum order.

Working With Parents

We shall continue to inform parents of the Sex Education video shown to Year 5/6 and invite parents to preview it before it is shown to the pupils.

Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Headteacher.

Member of staff with Lead Responsibility for this policy: **Mr Phillip Sales (Head of School)**

Governing Body responsibility: **Mr Stephen Fisher (Chair)**

Approved by Governing Body in: **December 2018**

Date to Review: **December 2020**