



Sex and Relationships Education Policy

Date of Policy: December 2014

Policy Review date: December 2017

Signed (Chair of Governors):

Signed (Headteacher):

Date:

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

Policy Statement

Sex and relationships education (SRE) is learning about the social, emotional and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social and health education (PSHE).

“A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well being.” (Sex Education Forum).

In the recent National Curriculum review the government made it clear that all state schools “should make provision for personal, social, health and emotional (PSHE) drawing on good practice”. (National Curriculum in England DfE 2013) and that “Sex and relationship education is an important part of PSHE education (Guidance – PSHE education, DfE, 2013).

The Secretary of State’s 2000 guidance states that all schools should have an up to date policy for SRE which must be available for inspection upon request by parents/carers. Statutory sex education forms part of the National Curriculum science programmes of study for Key Stages 1-3.

Aims and Objectives

This policy aims to provide guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups it needs to be available on request and presented in a way that is easy to understand.

As part of our curriculum for PSHE including sex and relationship matters we will teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions, in relation to sex and relationships;
- relationship issues, including those concerned with same sex relationships;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters, including any inappropriate sexual behaviours on the part of others.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from staff.

Content

The recent National Curriculum changes, in this area, which affect primary schools are:

- *Puberty is now included in science for Year 5, a reference which wasn't included previously.*
- *No requirement that primary children should learn the proper names of external genitalia.*
- *The unhelpful note stating that pupils should not be expected to understand 'how reproduction occurs' is still included in Year 2.*
- *Schools are advised to teach about the menstrual cycle to 11-13 year olds 'without details of hormones'.*

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust within the school environment. As part of the 2014 National Curriculum all staff are trained in procedures for safeguarding and follow guidelines set out in school with regard to reporting concerns to the Child Protection Officers.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses of life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including PSHE and citizenship. At Clapham Terrace Primary and Nursery School the main content is delivered in PSHE, (using the national Social and Emotional Aspects of Learning (SEAL), and the Warwickshire Taking Care project, including the Protective Behaviours approach) and science lessons. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups, for example, in discussing certain aspects of puberty. Active learning methods which involve children's full participation are used.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls.

Sex and relationship is a statutory part of the national curriculum for science. Consequently in science lessons teachers will explain to children about the changes that will occur to their bodies during puberty and how a baby is born. For this aspect of our teaching, we follow national guidance in science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 5, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority 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 Key Stage 2, we ensure that both boys and girls know how babies are conceived and born, how children's 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.

'Protective Behaviours' is a whole school programme which revisits issues and topics each year, (a spiral programme). It is taught in one four week period each year the whole school delivers the programme in the second half of the Autumn Term. The programme is designed to teach the children how to stay safe and who they can talk to if they are feeling unsafe. Parents are informed about the content of the programme and are invited in to discuss any concerns they may have. Ann Seal (WSCB Warwickshire Safeguarding Children Board) leads this initiative which is recommended by the Local Authority.

The relevant content of the science curriculum is as follows:

Year Group	Science Curriculum
<i>Reception</i>	<i>The children make observations of animals and plants and explain why some things occur, and talk about changes.</i>
<i>Key Stage 1</i>	<i>The children label body parts.</i>
<i>Key Stage 2</i>	<i>The children learn about life cycles and the reproduction of animals.</i>
	<i>The children learn more about sexual reproduction in animals, including humans.</i>
	<i>The children learn about the human body through biology, about changes to the body eg during puberty.</i>

At times, appropriate and suitably experienced and/or knowledgeable visitors from outside school will be invited to contribute to the delivery of SRE in school, including a visit from the school nurse during the summer time to learn about sex education.

We arrange a meeting for all parents and carers of children in Years 5 and 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.

The role of parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's sex education policy and practice;
- answer any questions that parents or carers may have about the sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- inform parents and carers 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.

Parents and carers have the right to withdraw their child from all or part of the SRE programme that we teach in our school. (but not from the biological aspects of human growth and reproduction necessary under the national curriculum for science). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher.

The role of other members of the community

We encourage other valued members of the community to work 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 sex education programme.

Confidentiality

Sex education lessons are delivered in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with social service professionals (see also our policy on Child Protection).

Child Protection

SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. The school has a separate Child Protection policy, which includes responding to possible sexual abuse and the dangers of child sexual exploitation.

Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures.

Sexual Identity and Sexual Orientation

Clapham Terrace Primary and Nursery School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Dissemination

The SRE policy is shared with all staff and is available on the school's website.

Assessing and Monitoring

The Curriculum and Standards Committee of the governing body monitors the impact of our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Standards Committee gives serious consideration to any comments from parents and carers about the SRE programme, and makes a record of all such comments.

This policy will be reviewed every three years, or sooner if necessary.