

Ryarsh Primary School

Sex and Relationships Education Policy

1 Introduction

1.1 At Ryarsh Primary School, we believe sex and relationships education (SRE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

What is Sex and Relationship Education?

"It is learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." (DfE Statutory Guidance on Sex and Relationship Education DfEE 0116/2000)

2 Aims and Objectives

2.1 We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life.

2.2 Throughout our teaching we hope to enable children to learn the significance of stable relationships and marriage. We aim to encourage children to develop caring, honest relationships and value others.

2.3 We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.

2.4 We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.

2.5 We aim to provide the children with a knowledge and understanding of what happens during sexual intercourse and that this can result in pregnancy. We also wish to encourage discussion and correct any misconceptions about sex and sexuality.

2.6 We will also emphasise respect for their own bodies and the importance of sexual activity being within a respectful, committed, long term loving relationship. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others.

2.7 We aim to provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.

3 Teaching and Learning Style

3.1 At Ryarsh Primary School, we use a variety of teaching and learning styles to aid SRE. Our principal aim is to teach children to foster and develop caring relationships with others and to develop an understanding of the ways in which their bodies will change as they develop towards adulthood, in order that they feel equipped

with the skills to cope with these changes as they happen.

3.2 SRE is part of, and supports, the Science, R.E. and PSHE policies across Key Stage 2.

3.3 SRE has three main elements:

- Attitudes and values: learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making
- Personal and social skills: learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse
- Knowledge and understanding: learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.

3.4 Teaching methods may include drama, role play, emotional literacy and circle times. Prior to the showing of the DVD to the children, parents are invited to view the programmes and discuss any issues arising. This provides them with the opportunity to approve the content or withdraw their child if they feel this is appropriate.

3.5 Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of SRE at Ryarsh Primary School. The teaching of SRE always follows the child protection policy.

3.6 Teachers and all those contributing to SRE are expected to work within the agreed school ethos and values.

4 SRE Curriculum Planning - The teaching programme for Sex and Relationship Education

4.1 Science National Curriculum

All schools must teach the following as part of the National Curriculum for Science. Parents do not have the right to withdraw their child/children from this curriculum.

Statutory

Key Stage 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.
- 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.
- Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.

Key Stage 2:

- Describe the life process of reproduction
- Describe the changes as humans develop to old age
- Recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non Statutory:

Year 5:

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They should learn about the changes experienced in puberty.

Year 6:

Identify and name the main parts of the human circulatory system, and describe functions of heart, blood vessels and blood.

4.2 SRE programme

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Such a programme can successfully follow the outline given below.

Foundation

In Knowledge and Understanding about the World, children learn about the concept of male and female and about young animals. They know that others aren't always similar and are sensitive towards this. They know about similarities and differences between themselves and others. In Personal, Social and Emotional Development, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

- The focus for Y3 will be: healthy living and lifestyles, the effects of unhealthy living on the body, Emotional Literacy – resolving conflict, celebrating our differences, good to be me, and friendship
- The focus in Y4 will be: marriage in different cultures, birth customs in different religions, growing up – growing taller, being more skilful, hopes and dreams for the future, Emotional Literacy – resolving conflict, celebrating our differences, good to be me, and friendship
- The focus in Y5 will be: the human life cycle, how our bodies change through puberty, personal hygiene, identification of sexual organs, menstruation, building self esteem and building good relationships.
- The focus in Y6 will be: conception, pregnancy and birth, the emotional and physical changes in puberty, dispelling myths, reassuring children and addressing concerns and worries.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

5 Parental consultations

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, and alternative work would be set. However this rarely happens: by working in partnership with the school, parents recognise the importance of this aspect of their child's education.

6 Child Protection

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. All staff are trained in safeguarding and follow the procedures outlined in our Child Protection and Safeguarding policy, in which any concerns are reported to the Designated Safeguarding Lead.

7 Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Single Equality Scheme
- Child Protection and Safeguarding
- Confidentiality

- Behaviour
- Anti Bullying

8 Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Where possible, the school endeavours to ensure that male and female members of staff are available.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

9 Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

We believe that the 'best' person to deliver sex and relationships education is the class teacher, as this ensures an atmosphere of support, care, tolerance and respect at all times. When appropriate, visitors such as the school nurse may be used, if this involvement complements the provision provided by the class teacher.

10 Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

11 Monitoring and Evaluation

Monitoring is the responsibility of the head teacher and teachers 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, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The overall effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change, if required.

SRE issues will be included in the induction programme for all new members of staff.

Policy adopted by Governing Body	Spring Term 2017
To be reviewed	Summer term 2020
Signed by Head Teacher	
Signed by Chair of Governors	