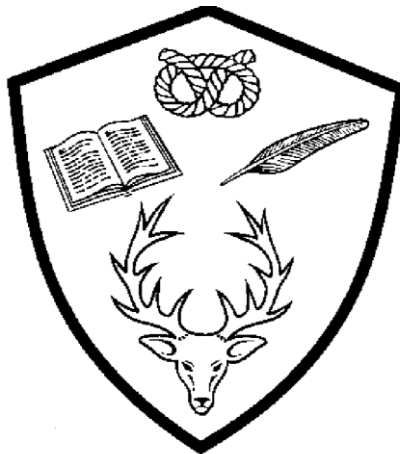


Chase Terrace Primary School

Sex and Relationships Education Policy



Together we Learn
Together we Aspire
Together we Succeed

Sex and Relationships Education) See also: PSHE AND SMSC Policies)

Rationale

- Effective sex and relationship education is essential if children and young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.
- Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.
- Sex and Relationships Education (SRE) allows children to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The learning and teaching of SRE should equip children with the information, skills and values necessary to keep themselves safe and develop fulfilling and enjoyable relationships as adults.
- The learning and teaching of SRE fits within the broader context of the school's responsibility for the provision of spiritual, moral, social and cultural education.
- SRE provides children with the opportunity to learn about aspects of sex and relationships that they might be too embarrassed to ask or talk about and to address any misconceptions they may have, for example from family, friends, the community or the media.

Objectives

SRE has three main elements:

1. knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding that good physical health contributes to good mental wellbeing, and vice versa.
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

3. attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children (families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures);
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Sex and Relationships at Chase Terrace and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and teaching of SRE in broader and curriculum-based aspects.
- To promote confidence and competence in the teaching of SRE.
- To promote the ability to discuss potentially embarrassing issues in a mature, non-judgmental and sensitive manner.
- To promote speaking and listening skills through discussion about feelings and relationships, introducing and utilising appropriate vocabulary.
- To promote the importance of positive relationships with family, friends and partners.

- To provide opportunities to discuss the children's thoughts and feelings in a safe, non-judgmental environment.

Children

- To develop the ability to keep themselves safe and healthy through an understanding of what constitutes appropriate behaviours in relation to aspects covered within SRE learning.
- To develop an understanding of the nature of relationships.
- To develop an understanding of the names and functions of parts of the body (identified in the SRE Scheme of Work.)
- To develop an awareness of changes in the body during puberty.
- To develop self-confidence.
- To develop a greater understanding of how to lead a healthy lifestyle.
- To develop an understanding of self-respect and respecting others.
- To develop the ability to talk about their thoughts and feelings confidently.
- To develop the ability to listen to the thoughts and feelings of others in a respectful and non-judgmental way.
- To develop the skills to discuss moral issues in a constructive way.
- To develop an understanding of what constitutes sexual abuse/exploitation and where to seek advice if they are worried about any sexual matters.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching SRE.
- To support their children with their learning of SRE through further discussion at home.
- To communicate and work with the school whenever further support is needed to develop their children's SRE understanding.
- To have the opportunity to discuss any concerns with the Class Teacher, SRE Subject Leader or Head Teacher.

Governors

To be understanding and supportive of our aims in learning and teaching SRE and review the SRE Policy every two years.

Implementation of the Sex and Relationships Policy

1. Teaching SRE units

- SRE units will be taught as part of the PSHE scheme of work from Foundation Stage up to and including Year 6.
- A progression of lessons for will be taught over each year. The lessons that are taught will combine both SRE and PSHE Learning Objectives to help the children make links between similar themes.

2. Class Teachers

- All teachers have a responsibility to deliver sex and relationship education based on the guidance of coverage as stated in the National Curriculum.

3. Subject Leader

- The SRE Subject Leader has a responsibility to implement and monitor adherence to policy. Year groups should plan together to ensure continuity and progression in sex and relationship education.

4. Disclosures

- If any child should disclose any sensitive information to a member of staff, the member of staff should contact the designated child protection teacher immediately.

5. Co-educational lessons

- Boys and girls should be educated together for SRE lessons but where teachers feel necessary, especially in Years 5 and 6, they should be taught in separate gender groups to give girls and boys the opportunity to explore their own feelings around their bodily changes.

6. Children's questions

- When children ask questions concerning sexual matters, members of staff will answer that question in a professional manner, giving the age-appropriate information for the child involved. Members of staff will answer questions in a clear and simple fashion and will speak to parents/carers if appropriate. Children will also be encouraged to discuss such issues with their parents/carers.

7. Resources

- All resources used in both SRE and PSHE lessons will reflect a realistic picture of the wider community.

8. Parents/Carers

Our School aims to involve parents/carers in their children's learning as much as possible and, as such, informs them annually of the content of their child's SRE learning.

9. Withdrawal from SRE

- A child cannot be withdrawn from sex education where it is taught in the Science National Curriculum, therefore children who are withdrawn from PHSE lessons will still receive biological information but will not be taught in the context of relationships. In the instance that the right to withdraw is exercised, parents/carers should be aware that SRE could arise naturally from class discussion. If a parent wishes to withdraw their child from SRE this needs to be done in writing to the Head Teacher. Concerned parents can discuss the Scheme of Work with the Class Teacher and find out about the resources which are used for teaching SRE.

10. Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.
- e) Providing information to parents/carers about the SRE curriculum

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Part of the assessment of each PSHE unit which includes SRE will be undertaken by class teachers who will decide whether or not each child has met their intended Learning Objectives.
- Pupils in KS2 will take part in self-assessment at the start and end of each unit.
- Interviews with both teachers and pupils lead by the SRE Subject Leader will indicate the effectiveness of the units taught, what was positive about the experience and what could be improved.
- SRE can be assessed in a variety of ways including: written assignments, discussion, quizzes, images and observation.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Inclusive practice in SRE should enable all children to achieve their best possible understanding of the content; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or progress in their learning.

External Agencies

The school leads the programme but outside visitors may have a role. The school's visitor policy will be followed.

Monitoring and Review

- The Head teacher, Senior Leadership Team and SRE Subject Leader will monitor the effectiveness of this policy on a regular basis.

Date of review: January 2019

Next review: January 2021

Appendix: Letter to parents re: SRE

Dear Parents and Carers,

- As part of our PSHE (Personal, Social, and Health Education) and science curriculum at Chase Terrace Primary School, Sex and Relationship Education (SRE) is taught from Foundation Stage up to and including Year 6.
- A progression of lessons will be taught over each year. The lessons that are taught will combine both SRE and PSHE Learning Objectives to help the children make links between similar themes.

Sex and Relationships Education includes supporting young people in developing self confidence and preparing for the physical and emotional changes into adulthood. We believe that the teaching of SRE is shared with parents and should be mutually supportive and complementary. It will be taught in an **age-appropriate way** for each year group, following government guidance.

The following content will be covered in the different year groups:

| Year Group | Topic | Areas covered |
|-------------------------|------------------------|--|
| Foundation Stage | | |
| Reception | My feelings | Feeling happy/sad/worried Who to go to for help with feelings |
| | My family | Types of family |
| | Friends | What is a good friend? Explore and describe friendly qualities and behaviour |
| | Keeping clean | Hand washing |
| | Likes and dislikes | How we all like different things |
| Key Stage 1 | | |
| Year 1 | My body | Naming body parts: Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee and elbow |
| | Individuals and groups | Valuing individuals- things which make us special and unique Celebrating difference |
| | Growing up | Growing from young to old. Responsibilities Physical and emotional health |
| | Safety | People who can help us to stay safe |
| | My Family | Families are all different, but they are all special. How families care for each other- including the extended family |
| | My Friends | Friendship skills What makes a good friend |
| | Friends & Secrets | Friendly and unfriendly behaviour Good and bad secrets |
| | My Choices | Understand choices we can make Ways to make choices |
| Year 2 | Our bodies | Differences between boys and girls. Naming body parts – boys' and girls' body parts. |
| | Looking after my body | Hygiene How diseases are spread How to control spread of diseases |
| | Keeping myself safe | Feeling uncomfortable. Discuss situations when we might feel very uncomfortable and unsafe. Who we can talk to at home or at school. The difference between secrets and surprises. Understanding that things we are unhappy about shouldn't be kept secret. |
| | Boys and girls | Describe differences and similarities between boys and girls- likes, dislikes, physical and emotional similarities and differences Question assumptions about what boys and girls can do. |
| | Families | Understand and respect the range of families in society today |
| | Relationships | How our behaviour affects others Playing and working co-operatively Strategies to resolve simple arguments Why relationships might change dealing with changes Recognising different types of teasing and bullying. |

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| | Racial diversity | Describe similarities between people of different races in the UK Understand that Britain is a diverse place |
| | Feelings | Recognise, name and deal with positive and negative feelings |

Key Stage 2

| | | |
|---------------|--------------------------------|--|
| Year 3 | Differences: Males and females | Identify and understand differences between males and females- physical, emotional and social. Address stereo-typing Name main internal and external body parts including agreed names of sexual parts |
| | Families | Recognise that families come in many different forms Explain why children might be in different family arrangements |
| | Decision making | Skills for making choices and decisions Consequences of decisions |
| | Friendship | Describe features of a positive friendship reflect on our own friendship skills |
| | Resolving Conflict | Feelings about arguments Generate ideas about how to recognise negative feelings and behaviour Know when and where to get help |
| | Safety | Pressure including peer and media pressure Resisting pressure Understanding that pressure to behave in an unacceptable or risky way can come from a variety of people Help and support |
| | Secrets | Judge what type of physical contact is acceptable or unacceptable Explain what they can do if they experience unacceptable touches - explain which parts of their body are private and explain the underwear rule Explain the difference between secrets and surprises Discuss who children can go to for help. |
| | Understanding community | What is a community? Identify some institutions which support the community Identify similarities and differences between local communities Recognise the range of identities in our wider community today |
| Year 4 | Human life cycle | Discuss and explore life cycles of different animals and insects. |
| | Growing up and changing | Introduction to puberty- the basic physical changes. How have children changed since they were babies? Discuss the meaning of the word puberty, when it might happen, that the changes and variation in when it happens are normal. Discuss how they see themselves in the future. Who to talk to if they have concerns Explain how during puberty feelings and emotions change as well as bodies Recognising changing emotions and how they might affect behaviour Strategies for dealing with emotions |
| | Safe and unsafe touches | Explain that some parts of their body are private Understand that nobody should make them do something they don't want to do or makes them feel bad Recognise that they have the right to say no Know when they should or should not agree to keep something confidential or secret Know when it is right to 'break a confidence' or 'share a secret' |
| | Changing Relationships | Recognise strong feelings and when they may have these Describe ways to deal positively with experiences and situations of loss, separation and death Say where and how to get help, share feelings and help themselves |
| | Behaviour | How behaviour affects others Discuss feelings about arguments and violence Taking responsibility for our actions Consider whether it is ever acceptable to use violence to resolve arguments Respecting equality and being a productive member of a diverse |

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|---------------|-------------------------------------|--|
| | | community |
| Year 5 | Being a Girl, Being a Boy | Physical and emotional changes of puberty |
| | Menstruation | Understanding and managing periods Discuss concerns surrounding menstruation |
| | Becoming Men and Women | Challenge gender stereotypes Understand the influence of the media in forming attitudes |
| | Personal Hygiene | Hygiene related to puberty- understand the importance of keeping clean during puberty Know how to keep clean during puberty. |
| | Developing Relationships | Types of relationships Changing relationships Qualities in a friend/partner Consider why some people choose to marry and others do not |
| | Secrets | Discuss feelings about secrets and friendships Know that some secrets are unhealthy and that it is ok to ask for help |
| | Resisting pressure and staying safe | Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Identify people who help to keep safe and healthy Describe their role in helping these people Identify things that will help keep them safe in a given situation |
| Year 6 | Puberty | Physical, emotional changes Managing feelings |
| | What's Inside Our Bodies | Internal sexual organs and their functions |
| | Menstruation | Consolidate understanding of menstruation and the menstrual cycle |
| | Conception | Basic facts about pregnancy and conception Dispel myths related to how we are created |
| | Lifestyle | Understand what makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health, how to make informed choices |
| | Looking to the Future | Coping with growing up- skills and strategies needed as they approach puberty Identify what they are and are not looking forward to as they grow up and discuss ways of allaying fears and where to get help if needed |
| | Society | Look at the attitudes and beliefs held by some people about race in society Consider the consequences of racial bullying |
| | Gender Stereotypes | Explore attitudes and beliefs held by some people about the roles played by men and women in society Impact of stereotypes |

Parents/carers can choose to withdraw their child from PSHE lessons where SRE content is being delivered. However, a child cannot be withdrawn from sex education where it is taught in the Science National Curriculum. Therefore, children who are withdrawn from SRE lessons will still receive biological information but will not be taught in the context of relationships. In the instance that the right to withdraw is exercised, parents/carers should be aware that SRE could arise naturally from class discussion. If a parent wishes to withdraw their child from SRE this needs to be done in writing to the Head Teacher. Concerned parents can discuss the Scheme of Work with the Class Teacher and explore the resources that are used for teaching SRE.

Yours sincerely,

Sex and Relationships Education Co-ordinator