



Buckstones Primary School
Sex & Relationships Education Policy and Teaching
Programme

**Written and agreed by staff and Curriculum Committee:
19/3/2012**

Adopted by Governors: 20/6/12

Signed by Chair:

Context/Introduction

- "All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
 - Define sex and relationship education;
 - Describe how sex and relationship education is provided and who is responsible for providing it;
 - Say how sex and relationship education is monitored and evaluated;
 - Include information about parents' right to withdrawal; and
 - Be reviewed regularly"

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Process for Policy development

A working party was set up to review the existing SRE policy the group comprised of all teachers and the Governors' Curriculum Committee, this includes parent Governors.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, including sexual feelings, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills in language, decision making, choice, assertiveness and be confident in their abilities to do so.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

How is SRE taught?

- Before beginning SRE, teachers establish 'ground rules' with their class to ensure a safe and comfortable learning environment. In order to best engage pupils the curriculum has been carefully considered meeting pupils' needs, and enabling them to develop confidence in talking, listening and thinking about issues surrounding the subject.
- We use active and participatory teaching methods allowing for both small and large group discussion and time for pupils to reflect on what they have learnt. The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate, for example menstruation for girls and wet dreams for boys. Specific permission is always sought from parents and carers at the beginning of Year 5 and Year 6 for the inclusion of their child in lessons around this topic which will be taught by the school nurse and teacher.

'Ground Rules':

- Listening respectfully to each other.
- Encouraging each other to speak openly and ask questions within the class and with parents.
- Topics not to be shared with younger children and children who were not present in the lesson.
- No pressure to contribute to class/group discussions
- Respect confidentiality
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The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

* indicates the NC Science requirements.

By the end of Key Stage 1 pupils will be able to:

1. recognise and compare main external parts of the bodies of humans.* (not including sexual organs)
2. recognise similarities and differences between themselves and others and treat others with sensitivity.*
3. identify and share their feelings with others.
4. recognise safe and unsafe situations.
5. identify and be able to talk with someone they trust.
6. be aware that their feelings and actions have an impact on others.
7. make a friend, talk and share feelings.
8. use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

1. that animals including humans grow and reproduce.*

2. that humans and animals can produce offspring and these grow into adults.*
3. the basic rules for keeping themselves healthy.
4. about safe places to play and safe people to be with.
5. the needs of babies and young people.
6. ways in which they are alike and different from others.
7. that they have some control over their actions and bodies.
8. the names of the main external parts of the body (not including sexual organs).
9. why families are special for caring and sharing.

Pupils will have considered:

1. why families are special.
2. the similarities and differences between people.
3. how their feelings and actions have an impact on other people.

In Rec. and Yr1 children will cover:

- people in my life. What they do for me and what I do for them.
- my moods - feeling happy, sad etc.
- friendships
- loss and mourning (people and pets)
- keeping safe - danger I might come up against. Saying no.
- my body and other people's bodies - similarities and differences.
- the beginning of life - me, animals, plants.
- Growth in people, animals, plants
- Ageing - how we know things are alive, dead, young, old.

In Year 1 and Year 2 children will cover:

- changes as we grow
- different types of families and changes within families.
- feelings in families - love, jealousy.
- what helps people to get on with each other? - listening, sharing.
- what makes me happy?
- what I like or don't like about other people.
- what they like or don't like me
- keeping safe
- caring for myself - hygiene, sleep, exercise. (And in R)
- people who help me to care for myself
- inside my body - the function of different parts.

By the end of Key Stage 2 pupils will be able to:

1. express opinions e.g. about relationships and bullying.
2. listen to and support others.
3. respect other people's viewpoints and beliefs.
4. recognise their changing emotions with friends and family and are able to express their feelings positively.
5. identify adults they can trust and who they can ask for advice and help.
6. be self-confident in a wide range of new situations, such as seeking new friends.
7. form opinions that they can articulate to a variety of audiences.
8. recognise their own worth and identify positive things about themselves.
9. balance the stresses of life in order to promote both their own mental health and well-being and that of others.
10. seeing things from other people's viewpoints.
11. discuss moral questions.

12. listen to and support their friends and manage friendship problems.
13. recognise and challenge stereo-types, e.g. in relation to gender.
14. recognise the pressure of unwanted physical contact and knowing ways of resisting it.

Pupils will know and understand:

1. that life processes common to humans and other animals include growth and reproduction.*
2. about the main stages of the human life cycle.*
3. about physical changes that take place at puberty, why they happen and how to manage them.
4. the many relationships in which they are involved.
5. where individual families and groups can find help.
6. how the media impacts upon forming attitudes.
7. about keeping ourselves safe when involved in risky activities.
8. that their actions have consequences and are able to anticipate the results of them.
9. about different forms of bullying and the feelings of both bullies and victims.
10. why being different can provoke bullying and know why it is unacceptable.
11. know about and accept a wide range of family arrangements e.g. 2nd. marriages, foster families, extended families, single parent families, same-sex relationships.

Pupils will have considered:

1. the need for love and trust in established relationships.
2. diversity of lifestyles.
3. others' viewpoints, including parents and carers.
4. why being different can provoke bullying and why this is unacceptable.
5. when it is appropriate to take a risk and when to say no and seek help.
6. the diversity of values and customs in the school and in the community.

In Years 3 and 4 pupils will cover:

- Feelings - things which make me happy, sad, embarrassed, scared etc.
- Difficult situations - teasing, bullying.
- Changes in own body and in those of others. We will use the correct terms for external sexual organs.
- How babies grow into adults.
- Family trees.
- Keeping healthy - exercise, diet, immune system.
- Friendship - who our friends are, how we make and lose friends.
- Making decisions - influences on me.
- Keeping safe.
- Varied life styles in the class and community - differences in others and how we feel about differences.

In Year 5 and 6 pupils will cover:

- Life cycles of plants and animals, including humans.
- Conception - they will understand how babies are made, including the relationship between sexual intercourse and conception. (Y6)
- Decision making and risk taking.
- Feelings about the future - changing schools.
- Families and how they behave - what members expect of each other.
- Celebrations of birth, christening, puberty, marriage and death in different cultures.
- Expressing feelings and how we do this: being assertive not bullying.

- Sexuality - what is it and what words describe it.
- Body changes in me and others - why are they happening? (Y5 - including menstruation and wet dreams). **Puberty - all children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, and for the opposite sex. (Y5)
- Things that go into my body that help - good food, some drugs, - and harm - some drugs, cigarette smoke, poisons.
- Messages about health and sexuality from TV. films, media etc.

Pupils will be told if they need further support then they can identify an adult they would feel comfortable talking to.

Contraception - At Buckstones Primary School we do not teach about contraception although if a pupil asks a question during the Year 6 programme we will explain that contraception stops an egg and a sperm joining and therefore stops a baby being made.

Abortion - At Buckstones Primary School we do not teach about abortion although if a pupil asks a question during the Year 6 programme we will suggest pupils identify adults who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice for children and young people in this community.

Sexually Transmitted Infections (STIs), including HIV/AIDS - At Buckstones Primary School we do not teach about STIs as this is a statutory requirement for maintained secondary schools. However, if a pupil asks a question during the Year 6 programme we will explain that safe routines can stop the spread of viruses including HIV.

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

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of Sex and Relationship Education

Sarah Healey is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play including SEAL materials (Social and Emotional Aspects of Learning).

Sex and relationship education is usually delivered in mixed gender groups however, there will be occasions where single gender groups are more appropriate and relevant.

Specific Issues

- **Parental consultation**

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

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

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 LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

Personal Social Health Education & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

Science Policy

- **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.

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.

- **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

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **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.

Guidelines

At all times the programme of sex and relationships education will provide information which is relevant, easy to understand and appropriate to the maturity of the pupils.

Teaching will take into account:

- a) The pupil's capacity to absorb sensitive information; and
- b) The extent to which it is essential for them to have such information at that point in their development.

Teaching will not be determined by the pace of the most precocious pupils whose needs can be met in other ways.

Teachers will need to exercise their discretion and judgement about how to deal with particularly explicit issues raised by an individual pupil. It is unlikely to be appropriate to deal with such issues with the whole class or in fact individually on a one to one basis and senior staff will be available to support any individual discussions.

Teachers will need to answer pupils questions sensitively, and give due consideration to any particular religious or cultural factors bearing on the discussion of sexual issues.

Parents' wishes will always be taken into consideration and it may be necessary to discuss a situation with them.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor (Mrs Sarah Parker) 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, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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

Any change will be reflected in the school prospectus.

The policy will be available for parents to view on the school website.