

## Fishergate Primary School

### Sex and Relationship Education Policy



**Date of policy: Spring 2016**

**Date of review: Spring 2018**

The school is a co-educational primary school for pupils aged from 3 to 11 years old. There are approximately 280 children in full-time school and in addition some 25 children enjoy a part-time nursery place. The school has served the community of the Fishergate area for over a hundred years, since its opening in 1895. Former pupils and others connected with the school speak with affection, respect and pride of their memories of Fishergate School. We hope that all those currently involved, whether pupil, parent, member of staff or governor, feel similarly.

The school serves a very diverse community and includes children from a range of social and cultural backgrounds. We see this as a real strength of the school, as the education that children receive here is one that prepares them for the diversity that is life beyond the school gates. The school seeks to provide all of its children, regardless of race, gender, or background with equal access to the highest standards of education.

Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

This policy was developed and agreed in consultation with governors, senior management team, all staff, teaching and non-teaching, parents, pupils and other relevant outside agencies, e.g. PSHE Consultant and school nurses. This policy has obvious links with other school policies and reference to which policies will be identified.

This policy reflects national aims and priorities including DfES 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance, SRE OFSTED section 10 of schools inspection act 1996.

#### **Roles and Responsibilities**

##### **Governors**

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the schools policy for SRE; refer to DfES guidance 0116/2000. They will continue their involvement through regular evaluation of it.

##### **Senior Leadership Team**

Senior Leadership Team takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, LEA and appropriate outside agencies.

The Headteacher has appointed a Personal Development Behaviour and Welfare (PDBW) Co-ordinator (Lisa Solanki) who will work with and attend senior leadership meetings.

### **PDBW Co-ordinator**

The Co-ordinator together with the senior leadership team has a general responsibility for supporting other members of staff in the implementation of this policy. The PDBW Co-ordinator will provide a lead in the dissemination of information relating to Sex and Relationship Education. They are responsible for identifying and providing good quality resource and in-service training. This forms part of the job description and they have access to relevant senior management team meetings.

### **Parents**

The school recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have the responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the schools Sex and Relationship Education programme and have access to this policy via the school website. The schools plays its part in ensuring that parents are kept up to date in developments in SRE including the content and organisation of the Sex and Relationship Education programme.

Parents have the right to withdraw children from the programme except for those included in the statutory National Curriculum Science curriculum and should be informed of the procedure for making complaints. The DfE can offer school a standard pack of information for parents who choose to withdraw their child from SRE.

### **Pupils**

Pupils have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support. They will be actively consulted about their Sex and Relationship Education needs and their views will be central to developing the provision.

### **All Staff**

All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Any staff involved in Sex and Relationship Education have opportunities for relevant training.

## **SECTION 1**

### **Equal Opportunities Statement**

Sex and Relationship Education will be provided to all pupils with consideration of any particular needs (see equal opportunities policy) responding to the diversity of children's cultures, faiths and family backgrounds.

### **Aims and objectives of the policy**

As a school we aim to prepare pupils to cope with the physical, emotional and moral challenges of growing up and to give them an understanding of human reproduction. The purpose of Sex and Relationship Education is to provide knowledge about safe, loving relationships and the nature of sexuality and the process of human reproduction. It should enable young people to make responsible and well informed decisions about their lives. A successful programme firmly embedded in PDBW, will

help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfES, SRE Guidance 2000).

**We believe that:**

- All pupils have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others.
- Sex and Relationship Education should be delivered in the context of family life
- Sex and Relationship Education is important in contributing to children’s overall personal development.
- Sex and Relationship Education is a whole-school issue.

**The main aims of our Sex and Relationships Education are:**

- Enable each pupil to develop confidence and self-esteem alongside empathy for others
- Help children to manage emotions and relationships confidently and sensitively;
- Help them to make choices based on an understanding of difference and with an absence of prejudice;
- Enable pupils to develop an appreciation of the consequences of choices made;
- Teach children to recognise and avoid exploitation and abuse.
- Teach children about physical development at age-appropriate stages
- Provide accurate information and correct any misunderstandings.
- Enable pupils to explore their own and others feelings, views, attitudes and values towards Sex and Relationships Education.
- Encourage young people to respect themselves and others.
- Understand the nature and importance of marriage and committed relationships for family life and bringing up children but that there are also other kinds of strong and mutually supportive relationships.
- To make informed decisions when they encounter peer pressure.

**Moral Values Framework**

Pupils will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports pupils’ spiritual, moral, social and cultural development.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

**Schools provision for Sex and Relationship Education in line with statutory and non-statutory guidance (Primary Schools)**

Sex and Relationship Education should be supported by a schools wider curriculum for personal, social and health education.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

### **Schools provision for Sex and Relationship Education in line with statutory and non-statutory guidance.**

The National Curriculum Science order states that:

#### **Primary Only**

##### Key Stage 1

1. b) animals including humans, move, feed, grow, use their senses and reproduce.
2. a) pupils should be able to recognise and compare the main external parts of the bodies of humans.
2. f) humans and animals can produce offspring and these grow into adults.

##### Key Stage 2

1. a) the life processes common to humans and other animals include nutrition growth and reproduction.
2. b) about the main stages of the human life cycle.

### **Within Personal Development, Behaviour and Welfare**

At Key stage 1 and 2 pupils should be able to develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to name parts of the body and describe how their bodies work including being able to protect themselves and asking for help and support. At Key stage 2 pupils should be prepared for puberty.

### **Teaching programme, strategies and resources**

Sex and Relationship Education is delivered by class teachers and specialised teams in whole class or group situations, using a variety of teaching and learning strategies to encompass the broad aims of the PDBW curriculum. SRE is taught throughout the school at the appropriate level for the children's stage of development and in line with the programmes of study for Science and PDBW at KS1 and KS2. It will also have regard for the development of individuals within a class or group.

SEAL, BBC's 'Growing up', Bloomsbury's Sex and Relationships Education resources and PDBW materials from PSHCE association are used throughout all key stages to support SRE.

### **In the Early years**

In Nursery and Reception the children talk about our families and the people they live with as part of 'myself'. They also discuss friendships and how to be a good friend. Children also talk about what they know about life cycles, including human life cycles, incorporating what they know about where babies from. This is not taught explicitly. The children also learn about healthy eating, exercise and what is needed to maintain a healthy lifestyle.

### **In Year 1 and 2**

In KS1 the children learn to name the main parts of the body and identify similarities and differences. They also discuss the changes that happen to their bodies from birth and link this to life

cycles. They identify what is needed for a healthy lifestyle and how to look after their bodies, including self-care. To develop their understanding of relationships, the children identify the different types of relationships (family/friends/others), how family and friends should take care of each other and how their behaviour affects others. Linked to this, the children learn to identify the difference between right and wrong, what worries them and who and how to share those worries. Through circle times and collaborative work the children develop skills to listen to others and learn to respect the viewpoints of others even if they differ from their own. All these elements work towards developing their understanding of how to be a good friend.

#### **In Year 3 and 4**

In lower Key stage 2 the children revise the work done in Key stage 1, then continue to learn about different types of relationships and how these can be maintained or changed. They develop their understanding of self-esteem, views and feelings, both their own and others. The children also explore the idea that these may be different from others and how to be tolerant and accepting. With link to science and life cycles, children continue to develop their understanding of their body and how it will change as they age. They also begin to consider physical contact in relationships and judge what kind of physical contact is acceptable or unacceptable. The majority of this work is done through circle times, collaborative work and discussions.

#### **In year 5 and 6**

In Year 5 the children learn about human life cycles, discuss emotional and physical changes in puberty, and learn names for the reproductive parts of the body. In Year 6 children revise the work done in year 5, learn about human reproduction and menstruation. They discuss relationships within families and friendships, as well as those closer relationships they may have when they are older. There is a session where boys and girls are divided, discussing issues they particularly want to raise.

SRE is also taught within other curriculum areas e.g. Science, RE.

Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground rules in line with the school's confidentiality policy and schools agreed ground rules. If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any such disclosure should be reported to the Head teacher.

Teaching programmes reflect the pupil's knowledge and understanding of Sex and Relationship issues by implementing a baseline implementation technique.

#### **Resources**

All resources for Sex and Relationship Education are kept in lower hall resource cupboard. (See PDBW coordinator for any specific resources required)

#### **Answering difficult questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

#### **Confidentiality**

Staff need to be aware that the sensitive issues addressed through SRE, especially those around what is appropriate and inappropriate within a relationship, can lead to disclosures of child protection issues. Whilst normal confidentiality procedures apply during SRE lessons, staff need to make sure that pupils understand that they cannot guarantee complete confidentiality and that they have a duty to keep children safe.

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee pupils unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the head teacher of any disclosures unless the head teacher has specifically requested them to do so. Teachers follow the set procedure if a child under the age of 16 is having or contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

### **Child Abuse and Protection Procedures**

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the Head Teacher and/or the designated Child Protection person. Consultations and/or referrals will be carried out in accordance with guidance given on the CYC 'Child Protection Procedures.

### **Use of Visitors**

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Sex and Relationship Education Policy. It is the schools responsibility to ensure that all visitors are made aware of the schools Sex and Relationship Education Policy.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

## **Section 2**

### **Implementation of the policy**

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Head Teacher for all other persons who come into contact with the pupils. It can be accessed by parents using the school website and a paper copy is available on request.

### **Monitoring and evaluating the policy**

This policy will be reviewed every two years by the lead Governor, Head Teacher, Pupils, the governing body, PDBW co-ordinator and relevant outside organisations (e.g. PDBW Consultant). This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors.

Evaluation tools include discussion groups, feedback from external inspection and formal testing procedures.

***Next review date: Spring Term 2018***