



Sex & Relationship Education Policy

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Sex and Relationship Education Policy

Policy Statement

The 1996 Education Act consolidates all relevant previous legislation and states all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the national Curriculum Science order.

In line with Government guidance (*Sex and Relationship Education Guidance*, July 2000) Winsor Primary school Sex and Relationship Education aims to prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex

In accordance with government guidance (*The Learning and Skills Act, 2000*) we want to make sure that young people:

Learn about the nature of marriage and its importance for family life and the bringing up of children; and are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural backgrounds of the pupils concerned.

Primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (*Sex Education form 1999*).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well being. Procedures also contribute to ensuring the care and safety of pupils.

Other related policies and documents include the PSHE and Citizenship Policy, Anti Bullying Policy, Drug Education Policy, Safeguarding Policy, The Equality Duty and the Inclusion Policy.

This policy is a working document, which provides 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 the documents need to be available on request and presented in a way that is easy to understand.

Moral values and frameworks

The SRE programme at Winsor reflects the school's ethos and demonstrates and encourages the following values:

- ❖ Respect for self
- ❖ Respect for individuals and human rights
- ❖ Respect for others
- ❖ Responsibility for own actions
- ❖ Responsibility for their family friends, school and wider community
- ❖ Acceptance for minority groups without exploitation

Faith and cultural perspectives in SRE

The school believes that all young people from all faiths and cultures in school have an entitlement to SRE that can support them on their journey through childhood to adolescence and adulthood. SRE should be sensitive to the range of different faiths in the school.

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 the children's' cultures, faiths and family backgrounds. The Policy takes account of the needs of different groups and their protected characteristics. There may be occasions where pupils needs are given extra support.

Content

The sex and relationship education programme at Winsor Primary school will:

Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;

Include the development of communication and social skills;

Encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiritual curriculum content.

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 that they trust.

In **Key Stage 2**, pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in order to promote their own mental health and well being of others. Life processes are discussed including the

physical changes that take place at puberty, why they happen and how to manage them.

(More details can be found in Appendix A)

In KS2 children will specifically be taught about the following:

Puberty

Menstruation

Conception

Contraception

Sexually transmitted infections including HIV and AIDS

Special year content of sex and relationships education

Nursery - I am starting to learn that families and friends care for each other. I can start to think about my body- what it is capable of and how it is unique. I am starting to understand why hygiene is important.

Reception - I know that families and friends care for each other. I can appreciate and value my body, its capabilities and uniqueness. I understand why hygiene is important.

Year 1 - I know the importance of valuing myself and I recognise that everyone is different. I can identify similarities and differences between myself and the opposite gender. I know that there are different types of families and all families have special roles in children's lives. I recognise that most children can make choices including choices about their bodies.

Year 2 - I understand and respect differences and similarities between boys and girls. I can explore some of the differences between males and females and understand how this is part of the life cycle. I can focus on sexual difference and name body parts. I can appreciate that everyone needs to be cared for and I know what to do if someone I trust is making me feel sad. I can learn why it is important to keep clean.

Year 3 - I can recognise my worth as an individual by identifying positive things about myself, and my achievements and I can start to identify an area that needs to be strengthened. I can recognise and challenge gender stereotypes. I can recognise the difference between males and females including body parts. I can recognise that families are different and can challenge stereotypes about families. I can use basic techniques to resist pressure.

Year 4 - I can understand the human life cycle and how the body changes. I can identify some basic facts about puberty, reproduction and pregnancy. I can learn

about the physical changes associated with puberty. I can learn strategies to deal with feelings in the context of relationships and what to do if someone I trust is making me feel sad. I can understand and am able to use assertiveness skills.

Year 5 - I can explore the emotional and physical changes that occur during puberty. I can consider gender stereotyping and sexuality. I can explore the impact of puberty on the body and the importance of physical hygiene. I can explore ways to get support during puberty. I understand that menstruation and wet dreams are a normal part of growing up. I can explore menstruation issues in detail (girl only groups). I can begin to understand the negative effects of objectification (boy only groups). I can appreciate the importance of friendship in intimate relationships.

Year 6 - I can explore the emotional and physical changes that occur during puberty. I can consider reproduction in the context of relationships. I can explore the process of conception and pregnancy. I can learn about the roles and responsibilities of carers and parents. I understand homophobia and transphobia and can discuss their implications. I know what constitutes 'sexting' and can discuss implications of it. I understand how HIV can be transmitted. I can ask and answer questions about sex and relationships with confidence and find support and advice

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including personal, social and health education, citizenship, topic and science.

SRE at Winsor is normally delivered by the class teachers or school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods, which involve children's full participation, are used.

As stated above there are occasions when appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of SRE in school. Winsor Primary School has a code of practice for using visitors to support the delivery of sex and relationship education.

- ❖ Visitors are invited into school because of the particular expertise of contributions they are able to make.
- ❖ All visitors are familiar with and understand the schools SRE policy and work within it.
- ❖ All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- ❖ All visitors are supervised/supported by a member of staff at all times.
- ❖ The input of visitors is monitored and evaluated by staff and pupils. This informs future planning.

Specific Issues within SRE

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory national curriculum. Those parents and carers wishing to exercise this right are invited to see the Deputy Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead who may confer with the head teacher before a decision is made.

The child concerned will be informed that their confidentiality is being breached and given reason why. Support will be given throughout the process.

Safeguarding

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of safeguarding issues and staff should be aware of the procedures for reporting their concerns.

Answering difficult questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Teachers should not feel that they have to give an answer if they are not sure or they do not want to for any reason but they must do what they can to ensure pupils have access to the relevant information. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. If outside visitors are used it may be possible to consult with them to answer these questions.

Controversial and sensitive issues

Staff are aware that views around SRE are varied. However, whilst personal views are respected all SRE issues are taught without sensitivity or bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but will also respect that they may have different opinions. Philosophy is a key feature of this and is a subject where children learn to respect others' views whilst making a choice about their own ideas.

Sexual identity and sexual orientation

SRE should be able to 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. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of content and context.

Dissemination

The Policy is available for staff and governors in RMstaff - policies. Training is delivered to staff as required.