



## Healthy Schools Southwark

### XXXXXX PRIMARY SCHOOL Sex and Relationships Education Policy

**Areas of Every Child Matters:** Be Healthy  
Stay Safe  
Make a positive contribution to society

**Staff responsible:** The implementation of this policy is the responsibility of all staff in the school.  
All teaching staff have a responsibility to deliver SRE  
The PSHCE co-ordinator, in consultation with the Science co-ordinator will monitor and review the policy

**Related policies:** Science, Confidentiality, Child Protection, HIV, PSHCE, RE, Behaviour

#### **Definition:- Family**

In this document the word *family* is used when referring to a group of adults and children that care for each other. Families at School come in many forms including married couples, single parents, foster families, adopted families, extended families, dispersed families to name but a few. All these families have in common that they care for each other and their children.

#### **Rational**

We want our young people to grow up into healthy, safe and informed young people, who can make positive life choices and make a positive contribution to society. A caring and supportive Sex and Relationship Education (SRE) curriculum must support young people in developing self-confidence in preparing for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity. In order to place the biological aspects of sex education covered in the science curriculum into a moral and social context we need to provide a broader, balanced Sex and Relationship Education (SRE). In the teaching of SRE the role of the school is supportive and complimentary to the role of parents, and a partnership needs to be entered into with parents.

This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding SRE education, so that pupils receive their educational entitlement. Statutory documents and guidance are listed in Appendix B. Parents have been consulted during the review of this policy.

The teaching of SRE will be taught as part of our Personal, Social and Health Education (PSHE) and the Science curriculum.

#### **Aims of Sex and Relationship Education**

At School SRE aims to :

- Be appropriate to the age and maturity of the child. Common starting levels cannot be assumed.
- Be respectful and sensitive to our culturally diverse community.
- Answer pupils' questions honestly and sensitively.
- Teach factual knowledge and encourage the exploration of facts.
- Promote and understanding of a range of family groups including: marriage, long-term partnerships, single parent families and fostered and adopted families.
- Examine opinions and concepts and encourage discussion.
- Encourage awareness, respect and responsibility for oneself and others.
- Enable pupils to develop positive relationships with others and the ability to communicate effectively.
- Enable pupils to protect themselves and ask for help and support Give an understanding of the importance of personal hygiene
- Prepare pupils for puberty and to recognise that individuals develop at different times.
- Enable pupils to be able to name parts of the body and describe how their bodies work
- Give pupils an understanding of reproduction and sexual development

Like other areas of health education, sex education is concerned not only with cognitive development but affective development.

### **Organisation of Sex and relationship Education**

The class teacher will deliver the taught curriculum. Aspects of SRE may be addressed in other curriculum areas such as RE, Science and Literacy.

Delivery is through the planned PSHE scheme of work. Some aspects of SRE will be taught as discreet topics and others areas will be taught as part of the Science curriculum.

The content of the SRE Curriculum is outlined within Appendix A

A range of teaching styles will be employed, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills. Single sex groups may be used when addressing aspects of puberty at years 4, 5 and 6. Where appropriate a male member of staff may be asked to discuss issues with the boys.

Videos from the Channel 4 living and growing series will be used to support the teaching of SRE in year 2,3,4,5 and 6. Parents will be informed when these videos are to be shown and invited in to view them.

The school nurse will be asked to support the teaching of puberty to both boys and girls.

### **Procedures for withdrawal from Sex and Relationship Education**

Pupils cannot be withdrawn for any teaching that is part of the National curriculum Science order as detailed below and identified in the Programme of Study Appendix A

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"> <li>• Animals, including humans, move, feed, grow, use their senses and reproduce</li> <li>• Children should recognise and name the main external parts of the human body.</li> <li>• That humans can produce offspring and these grow into adults</li> <li>• Children should recognise similarities and</li> </ul>	<p>In addition to KS1</p> <ul style="list-style-type: none"> <li>• Life processes common to humans include nutrition, growth and reproduction</li> <li>• The main stages of the human lifecycle</li> </ul>

differences between themselves and other and treat others with sensitivity.	
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However parents can withdraw their child from the parts of the sex and relationship education that fall outside of the National curriculum. Any parents wishing to withdraw their child should discuss this with the class teacher. Following discussion parents my wish to withdraw their child from specific aspects of SRE curriculum and they should put this in writing to the Headteacher.

**Assessment and Special Educational needs**

Teachers will have a scheme of work to support the delivery of SRE. Teachers will be responsible for assessing where their children are both in knowledge and maturity and match learning opportunities to their individual needs. The scheme of work provides clear learning and objectives and the class teacher should assess against these. The scheme is planned to ensure progress and it is the responsibility of the class teacher to plan so that the scheme is fully delivered. Pupils who’s needs mean that they will have difficulties with discussions and work will need supporting so that they can access and fully understand the curriculum. Further advice can be sort from the SENCO and PSHCE co-ordinator.

**Staff professional development**

Staff will need ongoing professional development to ensure they can deliver the contents of this policy.

**Confidentiality** See Confidentiality and Child Protection policy

It is important that for the effective teaching of SRE their must be a trusting relationship between the class teacher and pupils, but as outlined in our confidentiality policy it is important for pupils and parents to understand that staff cannot maintain confidentiality. Any concerns staff may have should be discussed immediately with the designated Child Protection Officer (Headteacher). The safety of our children is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

**Answering difficult Questions**

All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. This provides staff time to prepare suitable responses. Staff will answer questions in line with the year groups SRE learning intentions. If a child asked explicit or non-age appropriate questions the teachers will suggest that they are discussed with an adult at home or someone a child trusts.

**Harassment and Bullying**

Pupils come from a variety of backgrounds, cultures and families and all are entitled to learn in a supportive environments free from fear. Some pupils use terms such as ‘gay’ ‘batty boy’ and ‘lesbian’, other sexual language and other street slang as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour policy.

**Policy written:** April 2006

**Next date for review      Jan 2007**

<b>Sex and Relationship Education ( including Science orders <i>italicised</i>)</b>	<b>Relevant areas in PSHCE SOW</b>
<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- <u>To know human bodies have similar parts</u></li> <li>- <u>To know that animals and humans grow and change as they grow older</u></li> <li>- <u>To know the names of the main parts of the body</u></li> </ul>	<p><b>Taught throughout KS1 Yr 1/2</b></p> <ul style="list-style-type: none"> <li>- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> <li>- To recognise, name and deal with their feelings in a positive way</li> <li>- To recognise how their behaviour affects other people</li> <li>- To listen to other people, and play and work co-operatively</li> <li>- To identify and respect the differences and similarities between people</li> <li>- That family and friends should care for each other</li> <li>- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</li> <li>- To recognise choices they can make, and recognise the difference between right and wrong</li> <li>- To know when to keep secrets and when to tell</li> <li>- To realise that people and other living things have needs, and that they have responsibilities to meet them</li> </ul>
<p><b>Year 2</b></p> <p><b>Video</b> UNIT 1 Programme 3 Growing up</p> <ul style="list-style-type: none"> <li>- <u>To know human bodies have similar parts</u></li> <li>- <u>To know that animals, including humans, produce young and these grow into children and new adults</u></li> <li>- <u>To know that we grow and change as do all living things</u></li> <li>- To know that some changes are social as well as physical</li> <li>- To think about others as well as ourselves</li> <li>- To look at ideas of identity and self esteem and reinforce that we are all special</li> <li>- To know that there are different types of families</li> </ul> <p>N.B. Families come in many forms including married couples, single parents, foster families, adopted families, extended families, dispersed families to name but a few. All these families have in common caring for each other and the children within them.</p>	

<b>Sex and Relationship Education ( including Science orders <i>italicised</i>)</b>	<b>Relevant areas in PSHCE SOW</b>
<p><b>Year 3</b></p> <p><b>Video</b> UNIT 1            Programme 1            Differences                                             Programme 2            How did I get here</p> <ul style="list-style-type: none"> <li>- <u>To know the basic biology of human reproduction</u></li> <li>- <u>To know how our bodies change as we grow</u></li> <li>- <u>To know the correct terminology for parts of the body (including the differences between male and female)</u></li> <li>- To know that they can have different types of relationships with different people, including marriage and those between family and friends.</li> <li>- For children to know who they can talk to if they have any worries</li> <li>- To consider the needs of babies before and after birth</li> </ul>	<p><b>Taught throughout KS2 YR's 3/4/5/6</b></p> <ul style="list-style-type: none"> <li>- To recognise their worth as individuals by identifying positive things about themselves</li> <li>- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>- To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>- To resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>- To developing good relationships and respecting the differences between people</li> <li>- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> <li>- To recognise and challenge stereotypes</li> <li>- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>- To know where individuals, families and groups can get help and support.</li> </ul>
<p><b>Year 4</b></p> <p><b>Video</b> Unit 2 Programme 4 Changes</p> <ul style="list-style-type: none"> <li>- <u>To introduce the pupils to the physical and emotional changes that occur during puberty</u></li> <li>- <u>To consider some of the changes over which we have no control and the choices we can make concerning those which we do have control</u></li> <li>- <u>To know and be reassured that emotional changes are normal part of puberty</u></li> <li>- To understand that families and friends should care for each other</li> <li>- To recognise the different risks in different situation and how to behave responsibly... judging what kind of physical contact is acceptable or unacceptable</li> </ul>	This section is covered by the list in the previous row

<b>Sex and Relationship Education ( including Science orders <i>italicised</i>)</b>	<b>Relevant areas in PSHCE SOW</b>
<p><b>Year 5 Video</b> Unit 2 P5 How Babies are Made P6 How Babies are Born</p> <ul style="list-style-type: none"> <li>- <u>To know the basic biology of human reproduction</u></li> <li>- <u>To know the correct names for the male and female reproductive organs</u></li> <li>- To develop an understanding of sexual relationship as and expression of a couples affection in a committed relationship</li> <li>- <u>To know that it takes 9 months for a fertilised egg to develop into a baby</u></li> <li>- <u>To be able to describe physical and emotional changes that takes place as boys and girls go through puberty</u></li> <li>- To address concerns and worries of both sexes</li> <li>- To be aware of the skills needed for parenting and appreciate the responsibilities that the parents have for their baby, in that human young are dependent for a relatively long time.</li> <li>- To appreciate the affect a new baby has on a family, to know individuals and families can get help and support</li> </ul>	<p>As above</p>
<p><b>Year 6 Video</b> Unit 3 P7 Girl talk P8 Boy talk P9 Lets Talk About Sex</p> <ul style="list-style-type: none"> <li>- To consider how sex is portrayed in the media and to consider sexual stereotyping</li> <li>- <u>To know and be reassured that emotional changes are a normal part of puberty</u></li> <li>- <u>To understand what puberty involves and reassure pupils that they will all develop at different times and rates and this is normal</u></li> <li>- <u>To make boys more aware of the changes that occur as girls become young women and make girls more aware of the changes that occur as boys become young men</u></li> <li>- To look at the nature of friendship and how it can change at puberty</li> <li>- To understand the importance of making decisions for themselves and not succumbing to pressure from others.</li> <li>- To know it is possible to prevent fertilisation</li> <li>- To know that safe routines can protect their sexual health e.g. STI's including HIV and Chlamydia</li> </ul>	

## **Appendix B**

### **SRE Policy School Date April 2006**

The policy meets the statutory requirements as set out in:

- The education reform act 1988- the school must provide a broad and balanced curriculum to prepare pupils for adult life.
- The education Act 19923- (OFSTED) The inspectors must comment on the provision of health education including Sex and Relationship Education
- The education Act 1996
- The national Curriculum Science Order (1995)
- The national Curriculum KS1 and 2 (1999)

The policy is informed by the following guidance documents

- Sex and Relationship Education (DfEE 0116/2000)
- SEN code of practice
- Child protection and school (DfEE 11/95)
- National healthy School Standard Guidance (DfEE 1999)
- Personal , Social and Health Education and citizenship at KS1 and 2 (QCA 2000)