



Wood End School

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Sex & Relationships Education Policy

Previously Reviewed: March 2014

Latest Review: March 2016

Reviewed By: Standards Committee

Frequency of Review: Tri-annual

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File Name: sex_education_mar16_3yr

Adapted from:

‘Learning Together, Respecting Each Other’

‘Wood End School is an inclusive school and respects and values the diversity of the community’

Purpose

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education so that they can decide whether or not to withdraw their child from some lessons.

Aims and Objectives of Sex and Relationships Education:

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- To enable pupils to develop the ability to form positive, non-exploitative relationships
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- To enable pupils to start to understand the process of human reproduction and the physical development of their bodies as they grow into adults
- To emphasise the role and the value of family life and also respect for the views of other people
- To enable pupils to know what is and what is not legal in matters relating to sexual activity
- To inform pupils of where they can go for further information and advice

SRE is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff or the school nurse.

Organisation

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through the science curriculum, which covers how the body changes in puberty and the basic facts of human reproduction.

In PSHE we teach children about relationships and how to manage their emotions, and we encourage children to discuss issues. We teach them about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

In the Foundation Stage and Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 5 and 6 we place a particular emphasis on health education, as many children start experiencing puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to

answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

All parents are given the opportunity to see the sex education DVD before the lessons are delivered.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

Inform parents about the school's sex education policy and curriculum practice

Answer any questions that parents may have about the sex education of their child

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school

Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in and how they will cover this at home so that there are no emerging misconceptions from peer to peer conversations that may ensue in the playground. The school always seeks to accommodate the wishes of parents in this regard, but parents cannot withdraw their children from science where the statutory programme of study is being covered.

Who was consulted?

Staff and governors were consulted about this policy and the learning outcomes (see Appendix 1). Governors are invited to watch the DVDs used to teach this subject.

Links to other policies

SRE forms an integral part of the curriculum policy, and the schemes of work for Science, PSHE and Citizenship . It has links to other policies: Child Protection, Drug Education, E-safety, Equality, Anti-Bullying, Behaviour Policy.

Roles and responsibilities of Head teacher, other staff, governors

The **governing body** will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised [*primary only; secondary must provide sex education, including education about HIV and AIDS and other sexually transmitted diseases*]
- seek the advice of the Head teacher on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in a way that encourages pupils to consider morals and the value of family life.

The **Head teacher** will ensure that:

- the governing body is advised about the nature and organisation of SRE and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals and the value of family life.
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents are informed about the programme for sex education

Staff who teach SRE are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Head teacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

Arrangements for monitoring and evaluation

The Head teacher will report to the governing body any staff, parental or pupil concerns or complaints; the number of pupils withdrawn from lessons.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Appendix 1: Learning outcomes

This policy was drawn up with regard to the Joint Policy Statement (March 2016) "Human development and reproduction in the Primary Curriculum" from the Association for Science Education and the PSHE Association.

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of the Foundation Stage

Pupils will be able to:

- Find out about and identify some features of living things they observe (naming external body parts, animal life cycles)
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Form warm, caring attachments (friendships) with others in a group
- Adapt their behaviour for different social situations

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity and respect
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others

Pupils will have considered:

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

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to and support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that life processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- about the physical changes that take place at puberty*, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships