



John Wycliffe Primary School

Policy:	SEX AND RELATIONSHIP EDUCATION POLICY
Date Agreed:	Spring 2016
Term/Year to be reviewed:	When required
Reviewed by	

Background Information

John Wycliffe Primary School is a Community Primary School catering for children aged between 4 and 11. The children are predominantly white and come from both single and dual parent families. Approximately 10% of pupils have special educational needs and are supported through small group provision for their specific needs. The school has a small proportion of Showman children from the local site.

Policy Statement

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

The 1996 Education Act consolidates all relevant previous legislation and states that 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. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Guidance from DFEE (July 2000) SRE "Is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

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 sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- 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

Teaching and Learning

The teaching programme for Sex and Relationship Education

Legal requirements:

The majority of our sex education is set out in the National Curriculum for Science for Key Stages One and Two. This will ensure that children know about puberty and reproduction. These aspects of the sex and relationship curriculum are compulsory for all children; parents do not have the right to withdraw their child/children. Children will cover age appropriate aspects of this in the following Key Stages:

National Curriculum Science 2014

Year 1 (Plants & Animals, including humans)

Plants

Statutory requirements -Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

- identify and name a variety of common animals that are carnivores, herbivores and omnivores

Year 2 (Living things and their habitats & Plants)

Living things and their habitats

Statutory requirements-Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Year 3

Plants

Statutory requirements-Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

Statutory requirements- Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

Living things and their habitats

Statutory requirements Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

Statutory requirements Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5

Living things and their habitats

Statutory requirements- Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements-Pupils should be taught to:

- describe the changes as humans develop to old age.

Year 6

Living things and their habitats

Statutory requirements- Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Animals including humans

Statutory requirements- Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. This will normally be done through a planned programme of PSHE work and circle meetings. Teachers will not answer questions that are inappropriate for general discussion, or better dealt with at home.

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

Mrs Hodder and Mrs Beck, PSHE leader, 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 and R 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.

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

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. The Life Education Bus visit is also used to enhance provision.

Before moving to the high school, children will have an opportunity to learn about the changes in the body related to puberty. They will be told when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with it. They will also learn about conception and birth. This teaching will be done by a teacher who is familiar to the children using a mixture of video material and discussion. Most of these sessions will be delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. By the time they leave the school, the children will:

- Be aware of the physical and emotional changes they can expect in their own body
- Have strategies they can use to deal with emotions and sexual feelings
- Have a good sense of positive self-esteem, and be able to deal with anxiety about differences between themselves and others
- Begin to be able to make informed choices
- Be developing the skills needed to form relationships and to respect other people's emotions and feelings

We do not cover issues of sexual identity and orientation, although we may explain terms such as "gay" in order to promote greater tolerance for others. We will not tolerate homophobic bullying.

Sex and relationship education is monitored and evaluated by the Science Leader as part of the school's development plan. As a result of this process, changes will be made to the sex and relationship education programmes as appropriate.

Specific Issues

Parental consultation

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

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

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.

Child Protection / Confidentiality

Teachers are 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.

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 Science and PSHE Leaders' 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.

Assessment and Record Keeping

This is normally an unassessed subject. Where records need to be kept, this will be done in line with the school's Assessment Policy, and with due regard to children's right to confidentiality.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor 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.

Links with other Subjects / Policies

Sex and relationships teaching is closely linked with the Science curriculum and part of our PSHCE curriculum. Copies of both policies are available on request.

This policy is linked with the following policies:

PSHE & Citizenship, Equal Opportunities, Child Protection, Confidentiality, Behaviour and Anti Bullying Policies.

Dissemination

All staff members and governors receive a copy of the Sex and Relationships Policy. Training is regularly delivered to staff on the policy content. A copy of the SRE Policy is in the parents' file in the foyer and a copy is available from the school office on request from parents.

Leadership & Management of Sex and Relationship Education

The Role of the SRE Leader

- Ensure teachers are familiar with the school's curriculum framework for teaching sex and relationships and co-ordinate the teaching of sex and relationships within the school.
- Ensure continuity and progression of the teaching and learning of sex and relationships across the key stages.
- Prepare, organise and lead INSET as required, with the support of the Head teacher;
- Observe colleagues in each key stage once during each academic year, and make recommendations about development needs accordingly
- Liaise with other leaders within Lutterworth family of schools;
- Discuss regularly with the Headteacher and curriculum governor the progress of implementing the policy, and issues regarding standards.

The Role of the Headteacher

The Headteacher will:

- Monitor the work of the PSHE/Science Leader, through discussion of findings and standards;
- With the curriculum leader, keep the governing body informed about the standards in the school;
- Ensure that sex and relationships is given status in the schools development plan;
- Where possible support INSET and courses for staff as needed;

The Role of the Curriculum Governor

Governors share responsibility with the LA and the Headteacher for ensuring that the requirements for sex & relationships are met in their school.

The Curriculum Governor will:

- Meet with the Headteacher and curriculum leaders to discuss progress and issues arising;
- Ensure familiarity with the new changes in the curriculum provision.
- Talk with teachers and see some education lessons, as part of the annual monitoring visit;
- Agree a section for the Annual Governors' Report on sex and relationships with the Headteacher and Co-coordinator;

Review

This policy will be reviewed every three years or according to the School Strategic Plan.