

## Policy on Sex and Relationship Education

### Introduction

1. Our school's policy on sex and relationship education (SRE) is based on the Department for Education (DFE) document 'Sex and Relationship Education Guidance' (DCSF 0116/2000). In the DFE document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. We also take into account Ofsted's end of key stage expectations for SRE (see Annex A).
2. Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.
3. Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language needs, disadvantage and whether they are looked after children.
4. We teach children about:
  - the physical development of their bodies as they grow into adults;
  - the way humans reproduce;
  - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
  - the importance of family life;
  - moral questions;
  - relationship issues;
  - respect for the views of other people;
  - sexual abuse, and what they should do if they are worried about any sexual matters;
  - child exploitation and online protection for sexual abuse and harassment;
  - building positive relationships with others, involving trust and respect;
  - the fact that it is illegal to have sexual intercourse before the age of 16.

### Context

5. We teach about sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work.
6. At Home Farm pupils cover the following:

#### *Attitudes and values*

Learning about the values of family life and stable relationships;  
Learning the value of respect, love and care;  
Exploring, considering and understanding moral dilemmas;  
Developing critical thinking as part of decision-making.

#### *Personal and social skills*

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Learning to manage emotions and relationships confidently and sensitively;  
Developing self-respect and empathy for others;  
Learning to make choices based on understanding of differences and with the absence of prejudice;  
Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions  
How to manage conflict.

### *Knowledge and understanding*

Information about healthier, safer lifestyles;  
Physical development;  
Emotions, relationships and reproduction.

## **The National Healthy School Standard**

7. We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme, we:
  - consult with parents and carers on matters of health education policy;
  - train all our teachers to teach about sex;
  - listen to the views of the children in our school regarding sex education;
  - look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

## **Content**

8. We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
9. In science, all schools must teach the following as part of the National Curriculum Science Orders; parents do not have the right to withdraw their children:

### *Key Stage 1:*

That animals including humans, move, feed, grow and use their senses and reproduce;  
To recognise the main external parts of the human body;  
That humans and animals can reproduce offspring and these grow into adults;  
To recognise similarities and differences between themselves and others; and  
To treat others with sensitivity.

### *Key Stage 2:*

That the life processes common to humans and other animals include nutrition, 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.

10. In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices

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will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

11. In Year 4, 5 and 6, we place a particular emphasis on puberty, as many children experience 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 children's 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. We do not provide individual advice to pupils on contraception.
12. Pupils at Home Farm will also develop their sensitivity and tolerance towards others through RE and collective worship; PSHE and circle time.

### **The organisation of sex and relationship education**

13. There is a designated teacher with responsibility for coordinating sex and relationship education. Sex and relationship education is delivered through science, RE, PSHE, and circle time. Sex and relationship education is taught by classroom teachers, the head teacher and when appropriate, outside visitors such as the school nurse. A range of teaching methods are used to teach sex and relationship education. These include use of DVDs, discussion, 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.

### **The role of parents and carers**

14. The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
  - inform parents and carers about the school's sex education policy and practice;
  - answer any questions that parents or carers may have about the sex education of their child;
  - take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
  - encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
  - inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
15. We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
16. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the DVDs and other resources being used.
17. Parents and carers have the right to withdraw their child from all or part of the sex 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 Headteacher, and make it clear which

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aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents / carers in this regard.

### **Confidentiality and the teaching of sensitive issues**

18. Staff are aware that views around SRE related issues are varied. However while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.
19. Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our Safeguarding Policy).

### **Inclusion**

20. Our school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. 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.

### **The role of the Headteacher**

21. It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity. The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework. The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

### **Monitoring and review**

22. Monitoring is the responsibility of the Headteacher, and the teacher with responsibility for sex and relationship education. The Headteacher reports to Governors and the Governing Body monitors the effectiveness of our sex education policy. The Governing Body will give serious consideration to any comments from parents and carers about the sex education programme, and make a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of our sex education programme. This policy will be reviewed every two years, or earlier if necessary.

Reviewed – Summer 2016

Adopted –

Next review date – Summer 2018

## Ofsted end of key stage expectations for SRE

By the end of Key Stage 1 Pupils will be able to:	By the end of Key Stage 2 Pupils will be able to:	By the end of Key Stage 2 Pupils will know and understand:
<ul style="list-style-type: none"> <li>recognise and compare the main external parts of the bodies of humans*</li> </ul>	<ul style="list-style-type: none"> <li>express opinions, for example, about relationships and bullying (Yr 3,4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>that the life processes common to humans and other animals include growth and reproduction*</li> </ul>
<ul style="list-style-type: none"> <li>recognise similarities and differences between themselves and others and treat others with sensitivity*</li> </ul>	<ul style="list-style-type: none"> <li>listen to, and support others (Yr 3,4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>about the main stages of the human life cycle*</li> </ul>
<ul style="list-style-type: none"> <li>identify and share their feelings with others (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>respect other people's viewpoints and beliefs (Yr 3,4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>that safe routines can stop the spread of viruses including HIV</li> </ul>
<ul style="list-style-type: none"> <li>recognise safe and unsafe situations (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>recognise their changing emotions with friends and family and be able to express their feelings positively (Yr 3,4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>about the physical changes that take place at puberty*, why they happen and how to manage them <i>Note in 2014 Science Curriculum – puberty now included</i></li> </ul>
<ul style="list-style-type: none"> <li>identify and be able to talk with someone they trust (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>identify adults they can trust and who they can ask for help (Yr 3,,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>the many relationships in which they are all involved.</li> </ul>
<ul style="list-style-type: none"> <li>be aware that their feelings and actions have an impact on others (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>be self-confident in a wide range of new situations, such as seeking new Friends (Yr 4,5,6 - Transition)</li> </ul>	<ul style="list-style-type: none"> <li>where individual families and groups can find help (yr3)</li> </ul>
<ul style="list-style-type: none"> <li>make a friend, talk with them and share feelings (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>form opinions that they can articulate to a variety of audiences (Yr 5,6)</li> </ul>	<ul style="list-style-type: none"> <li>how the media impact on forming attitudes (Yr5,6)</li> </ul>
<b>By the end of Key Stage 1 Pupils will know and understand:</b>	<ul style="list-style-type: none"> <li>recognise their own worth and identify positive things about themselves (Yr 3,6)</li> </ul>	<ul style="list-style-type: none"> <li>about keeping themselves safe when involved with risky activities (yr3,4,5,6)</li> </ul>
<ul style="list-style-type: none"> <li>that animals, including humans, grow and reproduce*<i>Note in 2014 Science Curriculum – 'not expected' to know how reproduction occurs</i></li> </ul>	<ul style="list-style-type: none"> <li>balance the stresses of life in order to promote both their own mental health and well-being and that of others (Yr,6)</li> </ul>	<ul style="list-style-type: none"> <li>that their actions have consequences and be able to anticipate the results of them (yr3,4,5,6)</li> </ul>
<ul style="list-style-type: none"> <li>that humans and animals can produce offspring and these grow into adults*</li> </ul>	<ul style="list-style-type: none"> <li>see things from other people's viewpoints, for example their parents and their carers (Yr 3,4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>about different forms of bullying people and the feelings of both bullies and victims (Yr 3,4,5,6 - booklet)</li> </ul>
<ul style="list-style-type: none"> <li>the basic rules for keeping themselves safe and healthy (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>discuss moral questions (covered through RE)</li> </ul>	<ul style="list-style-type: none"> <li>why being different can provoke bullying and know why this is unacceptable (Yr 4,5,6 - booklet)</li> </ul>
<ul style="list-style-type: none"> <li>about safe places to play and safe people to be with (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>listen to, support their friends and manage friendship problems (Yr 3,4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and 3 or more generations living together. (Yr 3,5)</li> </ul>
<ul style="list-style-type: none"> <li>the needs of babies and young people (Yr 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>recognise and challenge stereotypes, for example in relation to gender (Yr 5,6)</li> </ul>	<b>By the end of Key Stage 2 Pupils will have considered:</b>
<ul style="list-style-type: none"> <li>ways in which they are like and different from others (Yr 2)</li> </ul>	<ul style="list-style-type: none"> <li>recognise the pressure of unwanted physical contact, and know ways of resisting it. (Yr 5)</li> </ul>	<ul style="list-style-type: none"> <li>the diversity of lifestyles (Through RE)</li> </ul>
<ul style="list-style-type: none"> <li>that they have some control over their actions and bodies (Yr 2)</li> </ul>		<ul style="list-style-type: none"> <li>others' points of view, including their parents' or carers (Yr 3,4,5,6)</li> </ul>
<ul style="list-style-type: none"> <li>the names of the main external parts of the body* including agreed names for sexual parts <i>Note in 2014 Science Curriculum no requirement for primary children to learn the proper names for genitalia</i></li> </ul>		<ul style="list-style-type: none"> <li>why being different can provoke bullying and why this is unacceptable (Yr 4,)</li> </ul>
<b>By the end of Key Stage 1 Pupils will have considered:</b>		<ul style="list-style-type: none"> <li>when it is appropriate to take a risk and when to say no and seek help</li> </ul>
<ul style="list-style-type: none"> <li>why families are special (Yr 1 – through RE,2)</li> </ul>		<ul style="list-style-type: none"> <li>the diversity of values and customs in the school and in the community (Through RE)</li> </ul>
<ul style="list-style-type: none"> <li>the similarities and differences between people (Yr 1,2)</li> </ul>		<ul style="list-style-type: none"> <li>the need for trust and love in established relationships.</li> </ul>
<ul style="list-style-type: none"> <li>how their feelings and actions have an impact on other people. (Yr 1,2)</li> </ul>		