

# Sex and Relationship Education Policy



## Introduction

“All schools must have an up to date Sex and Relationship Education (SRE) policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 0116/2000)

## Rationale

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy friendships and relationships with others. Sex and relationship education at Hollymount encompasses teaching of sex, sexuality and sexual health, as well as friendships, family relationships and e-safety.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme, which includes the context of friendships, relationships, rights and responsibilities.

In addition, SRE will promote self esteem and emotional health and well being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## Process for Policy development

Two members of staff, one from the upper school and one from the lower school, were asked to review the previous SRE policy (2010) in consultation with teachers, governors, pupils and parents.

Methods of consultation included auditing existing provision in order to develop, implement, monitor and evaluate the curriculum; asking teachers to detail their current SRE practice, in relation to the science curriculum, PSHE and citizenship and the teaching of ICT; asking Year 5/6 pupils about their SRE learning in previous years and how they would like to see it improved. Local and national guidance was also considered.

This policy was drafted by the two lead members of staff in the autumn term 2013, then presented for discussion and review at meetings of staff and the Standards, Teaching and Learning Committee in January 2014. The policy was then made available to parents for comment.

## **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 and sexual behaviour. This should take place with consideration to the different family units and cultures within the class.

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 friendships and 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) when dealing with problems within their relationships;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help pupils gain access to information and support
- For pupils to develop skills for a healthier, safer lifestyle
- For pupils to develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To help pupils respect and care for their bodies
- To help pupils be prepared for puberty and adulthood
- To help pupils understand which parts of their bodies are private and have the confidence to stand up for themselves and say no, if they feel someone is behaving inappropriately.

## **The teaching programme for Sex and Relationship Education: Legal requirements**

All primary schools must teach the following SRE aspects of the Science National Curriculum. Parents do not have the right to withdraw their child/children from the teaching of the biological aspects of human growth and reproduction. Parents have the right to withdraw their child/children from the PSHE and the citizenship element of the curriculum that focuses on puberty and sexual relationships, but will be advised to cover these topics themselves at home.

Every child is entitled to receive SRE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, including disadvantaged or looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

## What is taught at Hollymount

Such a programme can successfully follow the outline given below;

	Class	Curriculum Area	What is taught within each class across the year?
<b>FS</b>	Nursery and Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Learning about ourselves and the similarities and differences between peers.</li> <li>• Looking at our families and learning that not all families look the same.</li> <li>• Growth and change over time.</li> <li>• Lifecycles – watching chicks hatch, tadpoles turn into frogs and caterpillars turn into butterflies.</li> <li>• Address questions and misconceptions as they arise, referring these questions back to parents where appropriate.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>• Circle times</li> <li>• Discussing our emotions. What do they feel like? Why do we feel them? How do we react to them appropriately?</li> <li>• Learning that we need to respect others and should be respected in return.</li> <li>• Children learn that what is in their pants is private and where and when it is appropriate and acceptable to take your pants off.</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>• Children are aware that they can use the internet to play and learn, supported by a trusted adult/ teacher</li> <li>• Children begin to understand the differences between real and online experiences.</li> </ul>
<b>KS1</b>	Year 1	Science	<ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• Life cycles of animals looking at how we change when we grow.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>• Peer relationships</li> <li>• Talking about family life, particularly during show and tell.</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>• Children understand the use of the internet and what to do if they find something inappropriate online.</li> </ul>
	Year 2	Science	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring that grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival.</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>• Peer relationships</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>• Children practice E-Safety when communicating online.</li> <li>• Children learn that not everything on the internet is true.</li> </ul>

<b>KS2</b>	Year 3	Science	<ul style="list-style-type: none"> <li>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.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>Peer relationships.</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>Children are given their email accounts for the first time.</li> <li>Children gather appropriate text and images and distinguish between fact and fiction.</li> </ul>
	Year 4	Science	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>Peer relationships</li> <li>Getting on and falling out</li> <li>Self esteem</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>Children use a range of online communication tools safely to exchange information and know what to do if they do not feel safe online.</li> </ul>
	Year 5	Science	<ul style="list-style-type: none"> <li>Explain the differences in life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop from birth to old age.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>Peer relationships</li> <li>Puberty</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>Children understand the potential risks of providing personal information in an increasing range of online technologies, both within and outside of school.</li> </ul>
	Year 6	Science	<ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Evolution and inheritance (genes)</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>Peer relationships</li> <li>Revise puberty in humans.</li> <li>Sexual relationships (including intercourse) in humans and birth.</li> <li>Different types of relationships (including non-sexual)</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>Children know how to respond to unsuitable websites to do with human relationships e.g. Pornography</li> </ul>

## **ICT**

Before they begin ICT lessons in Key Stage 1, the children and their parents sign an 'Internet Acceptable Use Policy', which outline the rules for using ICT and the internet in Hollymount. Throughout their time at Hollymount, children are taught the SMART rules for internet use, to help keep them safe online.

### **SMART rules**

**Safe** – Keep safe by being careful not to give out personal information to people who you don't trust or don't know.

**Meeting** – Meeting someone you have only been in touch with online can be dangerous and should only be done when parents or carers can be present.

**Accepting** – Accepting emails, files, pictures or texts from people you don't know or trust can lead to problems.

**Reliable** – People online may be lying about who they are, and the information you find on the internet may not be reliable.

**Tell** – Tell a parent, carer or trusted adult if someone or something makes you feel uncomfortable or worried.

Children are taught and reminded about the rules for E-Safety at the start of every term. A whole-school assembly is delivered on how to keep safe online and there is a meeting with parents, usually at the start of spring term, to provide parents and carers with information about how they can help ensure their children are safe online.

## **RE and Citizenship**

### **Key Stage 1**

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 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.

## **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered mainly through science, ICT, RE, PSHE, Citizenship, literacy activities and circle time, as outlined above.

In Years 5 and 6, sex and relationship education is taught by classroom teachers and if appropriate, outside visitors, such as the school nurse. In Year 5, pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In Year 6, pupils learn about the physical act of sexual reproduction and the journey to the birth of a baby. 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, including the Channel 4 Living and Growing video.

Sex and relationship education is monitored and evaluated by the Headteacher and SLT 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.

At the end of Year 5, during the transition into Year 6, we will conduct a pupil audit to see whether the children have found their SRE lessons to be useful and if there is anything else they feel they would like covered.

### **Specific Issues**

#### **▪ Parental consultation**

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 Science National Curriculum. In these cases, children are set alternative work to complete during these sessions. If a parent decides to withdraw their child from this aspect of the curriculum, they must write to the Headteacher. However this rarely happens, as by working in partnership with parents, they recognise the importance of this aspect of their child's education.

#### **▪ Child Protection / Confidentiality**

Teachers need to be 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 Headteacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

#### **▪ Links with other policies**

This policy is linked with the following policies:

- Equal Opportunities
- Child Protection
- Safe Code of Conduct (Confidentiality)
- Behaviour
- Anti Bullying
- Acceptable Use Agreement for Staff and adults
- Acceptable Use Agreement for Pupils
- ICT Policy
- Data Protection Policy
- e-safety Policy

#### **▪ Dealing with difficult questions and sensitive issues**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will establish clear parameters about appropriate and inappropriate questions in a whole-class situation. 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 a teacher is asked a question that they deem inappropriate for the age of the class, they will read the question but explain to the pupils the reason for not answering it.

Parents are asked to keep an open dialogue with their children, about what has been covered in school. Guidance for parents can be found on the FPA (formally Family Planning Association, now the Sexual Health Charity) website:

<http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

As children grow and develop, they become more aware of themselves, their bodies and what feels good. On occasions, children may touch themselves in a way which is not appropriate for the classroom. On these occasions, teachers will discreetly talk to the children about how these actions are not appropriate for the classroom. If this becomes a persistent occurrence, teachers will talk to parents.

- **Sexual Orientation and gender**

Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. A range of fiction books are available to teachers and pupils, through the library, which tackle gender stereotypes. A document from the Department for Health (DfH) highlights that many young people know they are lesbian, gay or bisexual (LGB) during primary school.

Young lesbian, gay and bisexual (LGB) people, DfH (Adobe pdf file)

[http://www.schools-out.org.uk/policy/docs/DH\\_078355.pdf](http://www.schools-out.org.uk/policy/docs/DH_078355.pdf)

Learning materials updated by Ofsted in February 2012 notes that schools have a legal responsibility to educate pupils who are lesbian, gay, bisexual and/or transgender (LGBT) in the same way as their peers who are heterosexual and/or cisgender. The document says that teachers should discuss different types of families and should not dismiss primary pupils as too young to learn about the existence of people who are LGBT.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s 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 and vulnerable children**

Where teachers feel necessary, 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. Where teachers feel that children’s emotional needs cannot be met within whole class teaching, they may be referred to a short course of work with our ELSA (Emotional Literacy Support Assistant). If children are worried about friendships or relationships, both at school and at home, they are able to ask our ELSA for support using the message box.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the Headteacher, named governor and teachers with responsibility for sex and relationship education. The effectiveness of the SRE programme will be evaluated by assessing children's learning, carrying out anonymous audits and implementing change if required.

This policy document is placed on the school website following approval by the full governing body.

Any change will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

Ratified by Governing Body ***Standards, Teaching and Learning Committee***

Date: 10<sup>th</sup> June 2015

Review Date: Summer term 2017