



Southcote Primary School Policy for Sex and Relationships Education

'Sex and relationship education is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also 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.'

*(DFE Sex and Relationship Education Guidance
2000)*

At Southcote Primary School we believe that sex and relationships education (SRE) will be developmental and a foundation for further work in the secondary school. Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and school will always strive to work in partnership with home. Parents and carers need to know our policy for SRE will complement their role and support them in the education of their child regarding sex and relationships. Southcote Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all our children.

Aims and objectives

The sex education programme reflects the school ethos and demonstrates and encourages the following values:

- respect for self
- respect for others
- responsibility for one's own actions
- responsibility to one's family, friends, school and wider community.

Content of the school sex education programme

The sex education programme:

- provides information which is easy to understand and relevant to the age and maturity of the pupils;
- includes the development of communication and social skills;
- encourages the exploration and clarification of values and attitudes.

Sex education is taught in the context of relationships. It is taught as part of a series of topics e.g. *Myself and Health & Safety* in Key Stage 1; *Growth and Life Cycles* in Key Stage 2. The schemes of work for Science and Religious Education also contribute to the sex education programme.

The content of the school sex education programme, as is the case with any other subject, can be found in the school schemes of work but because the programme is cross-curricular an appendix listing content headings is attached to this policy.

Organisation of sex education

Delivery

The sex education programme is taught as topics within Science, health education, PSHE and Religious Education.

Staff will be aware that there may be issues involved that are controversial. Care and sensitivity will be used and questions will be answered honestly and frankly. Teachers will be aware of the age and maturity of the children when giving their answers. Teachers will establish clear ground rules with their class and this should help reduce the chances of inappropriate questions. If a question is too personal the teacher can refer the child to an appropriate person.

Teaching Methods

A range of teaching methods are used including whole class and group teaching. Single gender groups are used only when appropriate. The teaching methods used will take into account the developmental differences of children and the potential for discussions on a one-to-one basis or in small groups. Teachers may require support and training when answering questions that are better not dealt with in front of the whole class.

Resources

Resources used include books, photocopiable worksheets and commercially produced (DFE recommended) DVDs. Parents have the opportunity to become acquainted with the more sensitive materials as and when they are used.

Who will teach it?

All members of the staff are committed to delivering the programme and staff co-operate with each other in teaching it.

Outside speakers who may be invited to talk to the pupils will do so within the guidelines of the school policy with which they will be made acquainted. Teachers will be present on these occasions.

Specific Issues Statements

Parents

The school is committed to involving and consulting with parents in the implementation of this policy. They will be given the opportunity to view resources and materials so that concerns may be discussed. Parents are the key people in teaching their children about sex, relationships and growing up. If parents find it difficult to talk their children about sex and relationships, support will be provided.

Under the Education Act 1995, pupils can be withdrawn by their parents from the part of the sex education programme that is outside the compulsory elements of National Curriculum Science. Parents wishing to exercise this right are invited to discuss this with the school. The school

will make alternative arrangements in such cases and will offer a standard information pack for parents who withdraw their child.

Confidentiality

Teachers will endeavour to answer all questions in an appropriate, honest and unbiased way but cannot promise confidentiality, particularly in instances where child abuse is suspected. The school has a policy and procedures for dealing with child abuse and details are available on request.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. A teacher will use his/her judgement as to whether to answer the question or advise the child to refer to their parent. Parents will be involved as appropriate.

Use of Visitors

The school community nurse has been involved in planning the policy. Professionals such as the school community nurse and health visitors may come into school to discuss aspects of pupils' health including hygiene, puberty and body changes.

Equal Opportunities

Southcote School is committed to working towards equality of opportunity in all aspects of school life including the teaching of sex education.

Monitoring and Evaluation

After the lesson teachers will reflect on the pupils learning to encourage them to consolidate what they have learnt and to form new understanding, skills and attitudes.

The policy will be reviewed regularly using a consultative process which identifies feedback from teachers, governors, pupils and parents. Any modifications will be notified to the Governing Body for their approval.

Appendix

Content headings for school sex education policy

A sequence for teaching sex education

Foundation Stage

- sharing;
- hygiene;
- separating from carers (in the morning)
- feelings and emotions;
- caring for the school and wider environment;
- All about me;
- respecting the view and wishes of others.

Year 1

- people in my life. What they do for me and what I do for them;
- my moods - feeling happy, sad etc;
- friendships;
- loss and mourning - (eg a person, a pet);
- keeping safe - danger I might meet. Saying no;
- my body and other people's bodies - similarities and differences;
- the beginning of life - me, animals, plants;

Year 2

- changes as we grow;
- different types of families;
- feelings in families and communities (eg love, jealousy);
- physical contact and what helps people to get on with each other (eg listening/sharing);
- what makes me happy;
- understanding how I learn and setting goals;
- what I like or don't like about other people;
- keeping secrets;
- caring for myself - hygiene, sleep, exercise;
- people who help me to care for myself;
- naming and identifying the function of external body parts.

Years 3 & 4

- feelings - things which make me happy, sad, embarrassed, scared etc;
- stereotyping and difficult situations - eg teasing and bullying;

- changes in my own body and in those of others;
- keeping healthy - exercise, diet, the immune system etc;
- friendship - who our friends are, how we make and lose friends;
- making decisions - influences on me;
- keeping safe;
- varied lifestyles in the class and community, celebrations of birth, christening, puberty, marriage and death in different cultures - differences in others and how we feel about differences;
- comparing childhood to adulthood;

Years 5 & 6

- decision making, risk taking, saying no to peer pressure;
- feelings about the future (eg changing schools), goals for the future;
- families and how they behave - what members expect of each other;
- expressing feelings and how we do this; being assertive, not bullying;
- differences and similarities in people, friendships;
- sexuality - what it is and which words describe it;
- body changes in me and others - why they are happening;
- things that go into my body that help (eg food and some drugs) and harm (eg some drugs, cigarette smoke, poisons);
- messages about health and sexuality from television, films, newspapers.
- Christian response to death

Year 5 and 6 (specifics)

- Year 5 - Puberty, periods, boy talk, making babies, staying safe, stereotyping
- Year 6 - Puberty, how babies are born, keeping safe)

Signed	Lisa Telling
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Date	23 rd May 2017
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Review Date	May 2019
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