

Newbold and Tredington C of E Primary School



CREATING A CHANCE TO SHINE EVERYDAY

Sex and Relationships Policy

This policy was ratified: December 2017

And will be reviewed: December 2020

Signed by Headteacher:

Signed by Chair:

1. Introduction

1.1 At Newbold and Tredington C of E Primary School we value the importance of Sex and Relationship Education

1.2 In the DfE document, sex education is defined as 'life-long 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 teaching of sex, sexuality, and sexual health'.

1.3 High quality SRE is important because it helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life (Sex and relationships education (SRE) for the 21st century PSHE Association, Brook and Sex Education Forum 2014).

1.4 The aim of the school's Sex and Relationships Education programme is to help and support children through their physical, emotional and moral development. The programme is contained within the school's Personal, Social and Health Education (PSHE) curriculum, which help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

1.5 The delivery of high quality SRE by school is known to be one of the main factors in reducing teenage pregnancy and improving sexual health. (DfES 2006). The pamphlet "SRE & Parents" from the Department for Education (2001) states that "Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

Appendix 2 has a summary for parents that identifies information given to the parents in the form of workshops and leaflets.

1.6 At Newbold and Tredington we recognise the partnership of home and school is important in the area of personal development.

2. Aims and Values

2.1 A key aim of the school is that each pupil will develop the skills, knowledge and attitudes 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. We seek to work with parents to ensure the teaching of Sex and Relationships Education reflects their expectations and complements teaching at home.

2.2 We believe that all children should experience a planned programme of Sex and Relationships Education that teaches them to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

2.3 In order to achieve this aim the Governing Body and staff are committed to providing an excellent education for all its children. Specifically in the curriculum we aim to:

- Create a happy, caring and secure environment promoting an ethos which reflects the school's commitment to high achievement, good relationships and the equality of opportunity for all children;
- Offer a broad, balanced and relevant curriculum, providing challenging programmes of study which enable pupils of all abilities to achieve their full potential;
- Promote high standards of morals, values and behaviour. We will encourage all children to work hard, to take responsibility for their actions and co-operate with and respect others as well as

themselves.

- As a school we will teach SRE in line with our Christian values, there are 18 of these which include: Hope, Love, Peace, Thankfulness, Forgiveness and Trust.

3. Entitlement

3.1 Sex and Relationship Education is an entitlement of all pupils at Newbold and Tredington C of E Primary School. Within the context of healthy mutual relationships it seeks to encourage respect for self, respect for others and responsibility for one's own actions.

3.2 Aspects of sex education that form part of Science in the National Curriculum are statutory at all Key Stages. These include biological aspects of human reproduction, anatomy, puberty, uses of hormones to control fertility and how viruses can affect human health.

3.3 The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within the school. By the end of Key Stage 1, children are expected to have an understanding of the following: -

- How animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Children should recognise similarities.

3.4 By the end of Key Stage 2 (KS2), children are expected to have an understanding of the following: -

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle, including puberty.

4. Objectives

4.1 By the end of primary school we endeavour to:

- help and support children through physical, emotional and moral development
- develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- enable children to move with confidence from childhood through adolescence to adulthood.
- enable children to live confident and healthy lives
- teach pupils to understand physical development at appropriate stages and be prepared for puberty
- teach pupils to understand sexual development and provide knowledge of human reproductive processes
- inform pupils about matters of personal hygiene and related health issues
- ensure children are aware of personal space and their right to privacy
- promote the value of family life, marriage and stable loving relationships for bringing up children;
enable pupils to understand the value of mutual respect, love and care;
teach pupils to understand that there are different family units;
teach pupils to understand how to manage emotions and relationships confidently and develop sensitivity towards the needs of others;
give pupils self-respect and understanding of others;

5. Organisation and Management

5.1 Class teachers lead the teaching of SRE with their class groups. Where appropriate other members of the community may come in to work with us to provide advice and support for the children. This may involve, for example, members of the schools health team, theatre in education groups or other professionals such as counsellors.

5.2 SRE is planned and delivered as part of the PSHE curriculum and teaches about the emotional, social and physical aspects of growing up. It aims to equip children with the information and values to have safe and fulfilling relationships and to take responsibility for their own health and well-being. It complements the Taking Care Project 'Protective Behaviours' curriculum that is taught across the school during the two weeks prior to the Autumn half term and the two weeks that follow it (four in total). This highly successful scheme, sponsored by the Warwickshire Safeguarding Children Board, aims to safeguard children and covers the following areas: -

- Rights and responsibilities
- Feelings and emotions
- Safe feelings
- Physical signs associated with feeling unsafe
- Building networks of adults who can help
- Importance of telling and persistence

5.3 Protective Behaviours is about empowerment, communication, self-esteem and other life skills. It does not include sex and relationships education materials.

5.4 In accordance with DfE guidance, the SRE curriculum has 3 elements:

Attitudes and Values

- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

5.5 At Newbold and Tredington C of E Primary we have adopted the Spring Fever SRE programme which is designed to support children from Reception through to Year 6 in an age appropriate manner. The teaching methods used are suited to the ages and abilities of the pupils taught and allow for opportunities to discuss issues on a one to one or group basis.

5.6 The Spring Fever Programme is planned under four key themes which are relevant to the age and development of children. The themes are:

- Physical development and self-image
- Reproduction and family forming
- Social and emotional development
- Sexual assertiveness

5.7 The SRE Spring Fever programme is delivered discretely in a one-week block during the school year. This enables the children to meet all the key teaching points appropriate to their key stage.

5.8 The class teacher will avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example role play will be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos and visits by theatre in education groups will all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

5.9 Teachers will use a variety of techniques to create a safe and comfortable environment in which to teach the Sex and Relationships programme. These include: -

- teach Sex and Relationships Education in accordance with SRE policy;
- establishing ground rules with the pupils before the session;
- knowing how to deal with unexpected questions;
- respond to the individual needs of children, giving relevant support should a child be experiencing difficulties;
- using discussion techniques and appropriate materials;
- encourage reflection;
- respond appropriately to those children whose parents wish them to be withdrawn from Sex and Relationships Education.

5.10 The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.

5.11 The programme will be monitored by the class teacher, senior leadership and the safe guarding governor.

5.12 **The governing body will:** -

- ensure the legal framework is followed;
- implement the Sex and Relationships Education policy through the Headteacher;
- consult with parents when necessary;
- consult with outside agencies who support teaching and learning i.e. health professionals

5.13 **The Headteacher will:** -

- implement the Sex and Relationships Education policy;
- ensure the policy is followed;
- liaise with governors on the teaching in the school;
- liaise with parents;
- provide appropriate and sufficient resources;

- respond to individual problems experienced by children accordingly
- make copies of the summary statement available for inspection by parents and provide a copy of the policy to any parent who requests one.

5.14 All staff will:

- teach Sex and Relationships Education in accordance with the SRE policy;
- implement the agreed scheme of work;
- respond to the individual needs of children, giving relevant support should a child be experiencing difficulties;
- respond appropriately to those children whose parents wish them to be withdrawn from sex education.

6. Working With Parents and Carers

6.1 Parents/carers are the most important people to teach their children about sex and relationships, maintaining the culture and ethos of the family, and helping children to cope with the emotional and physical aspects of growing and changing. However, many parents find this difficult. The Sex and Relationships Education programme aims to work with parents/carers to ensure that all children receive sufficient information to prepare them for the physical and emotional changes of adolescence.

6.2 The school provides support for parents in helping children learn the biological names for sexual parts of the body; talking with the children about their feelings and relationships. Feedback from parents/carers is very helpful. A copy of this policy is made available to parents.

7. Withdrawing a Child from Sex Education

7.1 Parents/carers have a right to withdraw their child from all or part of the Sex and Relationships Education programme provided by the school except those parts contained within the statutory National Curriculum for Science. It is necessary to inform the class teacher or Headteacher in writing if a child is to be withdrawn, the child will continue to be withdrawn unless the parent instructs otherwise. The reasons for withdrawing a child do not need to be stated but the parents/carers will be invited to discuss their request with the Headteacher so that any misunderstanding can be resolved and the arrangements for the child discussed. If a concern cannot be resolved, the Safeguarding Governor can be contacted. In the event of a child being withdrawn from a lesson, that child will be provided with appropriate work until the lesson is over.

7.2 Materials may be made available for watching with parents/carers at home.

8. Planning

8.1 Planning for Sex and Relationships Education is a whole school responsibility.

8.2 In planning the curriculum, teachers provide: -

- a clear and consistent framework of values, supported and agreed by all in which to work;
- a classroom climate that encourages a high level of interest where all children can explore and express their own ideas.

9. Teaching and Learning

9.1 Sex and Relationships Education is delivered as part of the PSHE curriculum (which also includes Newbold and Tredington C of E Primary School Sex and Relationship Policy

e-safety and citizenship) and relies on the use of a variety of learning methods that suit the learning intentions of the lesson and the different learning abilities of the pupils.

9.2 The class teacher is responsible for the delivery of Sex and Relationships Education and where appropriate the use of outside agencies to support the teaching and learning.

9.3 Through Sex and Relationships Education, children should develop confidence in talking, listening and thinking about feelings and relationships. They should be able to name parts of the body and describe how their body works and changes. They should be able to protect themselves and ask for help and support.

9.4 Before commencing the teaching classes will agree on rules, recognising the sensitivity of the work and the discussions likely to arise. Effective ground rules create an atmosphere in which children value each other's contribution and develop respect for one another. These rules are used in every SRE lesson and reinforced daily during 'Spring Fever' weeks. No-one will have to answer a personal question

9.5 Teachers should encourage children to ask questions. Question boxes will be in all classrooms for children to ask their questions privately and teachers should answer them openly and honestly when the question is of general interest to the whole class.

9.6 Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer the pupil to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

9.7 Visitors may play a complementary role in the classroom, whether it is the school nurse or 'new mum' with her baby, a visitor can provide exciting and insightful experience children and should be valued.

9.8 Progression and continuity are built into the programme from Reception to Year 6.

10. Rationale

10.1 Newbold and Tredington C of E Primary School believes that Sex and Relationships education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all learning, sex and relationships Education is relevant to pupil needs and their age and stage of development.

11. Equality, Equal Opportunities and Inclusion

11.1 In support of the school policy for Equality and Equal Opportunities all pupils, regardless of age, ability, gender or race, have the opportunity to benefit from the Sex and Relationships Education, resources and teaching methods unless their parents or guardian requests otherwise. Everyone is
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valued and treat one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

12. Special Educational Needs

12.1 At Newbold and Tredington C of E Primary School, we believe that all children should be given opportunities to participate in and have their contribution to lessons recognised and celebrated. It is the responsibility of the class teacher to provide appropriate access for any children with special educational needs.

13. Legal Requirements

13.1 SRE (Sex and Relationships Education) is a National Curriculum non-core subject.

13.2 Schools are required to teach all core/non-core subjects in order to provide a broad and balanced curriculum.

13.3 Children in the Foundation Stage are required to follow the areas of learning as set out in the early learning goals.

14. Use of Visitors

14.1 We acknowledge the valuable support the school nurse and other professionals may offer to enhance the Sex and Relationships Education programme. All visitors however, are used in addition to, not instead of, a planned programme.

14.2 Teachers may choose to use health care professionals, especially our school nurse, to talk to children about puberty and sexual reproduction. Visitors will be used in line with our SRE policy and will not replace the teacher in the classroom, but will play a complementary role. Visitors should understand their role and the nature and purpose of the lesson: teachers should brief them about their input, responding to the children's questions, disclosure and confidentiality.

15. Questions from Pupils

15.1 Pupils' questions will be answered sensitively and appropriately. If a question is thought not to be suitable for the whole group then the teacher will arrange to answer it later on an individual basis.

15.2 If there is a risk of the teacher being compromised when speaking to an individual pupil he/she will arrange to be accompanied by another teacher. Alternatively it may be more appropriate to send the question home to parents and carers.

16. Assessment, Recording and Reporting

16.1 Effective assessment is an integral part of teaching and learning. Pupils' knowledge about Sex and Relationships Education will be assessed as part of the Science curriculum. Assessing children's progress in SRE is an ongoing process that takes place as a result of carefully planned learning outcomes.

16.2 The work the children do and say during discussions serve as a record. It is not necessary to make detailed records in relation to these outcomes. However, strengths and areas for development may be noted by the teacher.

17. Staff Development

17.1 It is the responsibility of the Headteacher to be aware of the training needs of individual members of staff where SRE is concerned and where priorities and finances permit, suitable courses will be offered.

17.2 It may be appropriate, at times, to use staff meetings or INSET days to develop teaching and learning in SRE.

18. Resources

18.1 Sex and Relationships Education is part of the PSHE curriculum in our schools.

18.2 All resources used for SRE are appropriate to the age, stage of development and ability of the pupils. Resources may be loaned from Warwickshire Health Promotion Services (which works in partnership with schools and the School Health Services). All resources are selected and checked for stereotyping, bias and prejudice, and are subject to continuous review.

19. Complaints Procedure

19.1 Any parent/guardian who has a concern about the Sex and Relationships Education programme should discuss it with the class teacher, Headteacher or Safeguarding Governor.

19.2 Any formal complaint will be dealt with according to the usual school complaints procedure.

Specific Issues Statement

Child Protection Issues

The school will follow up any concerns about child abuse in accordance with procedures laid down by the Warwickshire Safeguarding Children Board. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the Local Authority are based on the principle that the interests of the welfare of the child are paramount.

Confidentiality

Confidentiality should not prevent action being taken if a child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted - in accordance with the above Child Protection Procedures.

Sensitive Issues

It is agreed that teachers should answer all children's questions relating to Sex and Relationships Education in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences.

The following ground rules have been established: -

- a) no-one (child or adult) has to answer a personal question;
- b) nobody is forced to take part in discussion;
- c) teachers should not enter into discussions about personal issues or personal lifestyles;
- d) in discussion, teachers will promote the knowledge and use of biological names for external body parts;
- e) meanings of words are explained in a sensible and factual way.

Summary for Parents

The governors believe that Sex and Relationships Education (SRE) is an entitlement for all pupils at Newbold and Tredington C of E Primary School. Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and responsibility for one's own actions.

We value the importance of SRE to help and support children through their physical, emotional and moral development. We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

We seek to work with parents to ensure that the teaching of SRE reflects their expectations and complements teaching at home. Parents are important in teaching children about relationships and sex, maintaining the culture and ethos of the family and helping children to cope with the physical aspects of growing up, to move with confidence from childhood through to adolescence into adulthood.

Sex and Relationships Education is delivered within the Science Curriculum and Personal, Social and Health Education curriculum (PSHE). This is a whole school approach.

Parents have the right to withdraw children from identified SRE which is provided outside National Curriculum Science.

If a parent/guardian wishes to withdraw a child they should discuss their concerns with the Headteacher. If parents have any concerns about the Sex and Relationships Education policy, they should approach the Headteacher or class teacher. In the event of a child being withdrawn from a lesson, that child will be provided with appropriate work until the lesson is over.

Booklets about the coverage of lessons are available on the school's website.

Overview of Spring Fever Sessions.
Example timetable

Appendix 3

	Day 1	Day 2	Day 3	Day 4	Day 5
Reception	Who am I? looking at similarities & Differences among friends.	What do I feel? Talking about feelings and emotions.	Being naked. Labelling parts of the body including genitals.	At home. Comparing families - who lives at home? Are they all the same?	We are friends. What makes a friend and who are our friends?
Year 1	I am a boy you are a girl. Differences between boys and girls (clothes, toys etc.)	I really like you. What makes someone nice?	Where does a baby live before it is born?	What feels nice and what doesn't?	How do I say no? Saying no to things we don't like.
Year 2	Who am I? Similarities and differences between them and their friends.	I am a girl you are a boy. Physical differences between boys and girls.	What do I feel? Things we like and don't like. Appropriate touching.	Who is special to me? Family and friends. What makes someone special to you?	What feels nice and what doesn't. Saying no.
Year 3	At home. What do our families look like? Who is in them? What happens at home? Rules	I am in love. Talking about what 'love' is. How do you know if you're in love? Looking at different families, including same sex families.	How was I born? Where does a baby live before it's born? How dose in mummy's tummy (womb) & how is it born?	Being naked every home is different. Where and when it is appropriate to be naked.	How do I say no? Differentiate between YES, NO and Don't Know feelings.
Year 4	Who am I? Positive characteristics. The ideal man / woman. stereotypes.	Boys, girls and Babies. Detailed look at the male and female body. How did I begin? Biology of how babies are made.	Boys and girls about one another. Opinions Overcoming stereotypes.	How do I say yes or no?	E-safety and friendship. Facebook profiles. Dangers of the internet.
Year 5	My relationships. Who cares for you? Who plays with you?	Being in love. What does it mean? Who can be in love? If raised, proper term homosexuality is introduced.	Boys change during puberty. Talks for boys and girls together. Changes, feelings and hormones.	Girls change during puberty. Talks for girls and boys together. Changes, feelings and hormones.	What feels nice and what doesn't. Good and bad secrets.
Year 6	Who am I? What are my qualities?	Does bare make you blush? Talking about different routines and rules. Families are so different.	What is sex? What do you know? Proper terms, real information.	Men and women in the media Stereotypes then real people.	What do you think and what would you do? Responsible, assertive decisions

Key to themes :

Physical development and self-image

Reproduction and family forming

Social and emotional development

Sexual assertiveness