

Keir Hardie Primary School



Sex and Relationships Policy

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Sex and Relationships Policy

This policy was reviewed by the co-ordinator

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Signature 

Date 23.06.2016

This policy was reviewed by the Head Teacher

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Signature 

Date 23.06.16

This policy was reviewed and agreed by the Chair of Governors

Print Name Yvette Freestone

Signature 

Date 7/7/2016

Sex and Relationships Policy

Philosophy

“Sex and Relationship Education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves: acquiring information, developing skills and forming positive beliefs, values and attitudes” (Sex Education Forum, 1999). SRE has a key part to play in the personal, social, moral, physical and spiritual development of young people and begins informally in the home with parents and carers long before any formal education takes place at school. It is our intention that, as they pass through childhood and adolescence, our pupils are equipped to become confident, healthy, independent, informed, responsible and caring citizens who can make moral and safe decisions.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

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

Aims and Objectives

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.

Learning and teaching

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention 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.
- On occasion, external partners i.e. school nurse also play a role in the delivery and coverage of this subject.

Such a programme can successfully follow the outline given below:

The teaching programme for Sex and Relationship Education Legal requirements.

SRE topics are taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory for all Primary School age students, and through well – planned Personal, Social Health and Economic (PSHE) education. Parents/carers have the right to withdraw their children from all or some of the SRE provided outside of the National Curriculum.

Key Stage 1

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. 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

Children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in year 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. 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. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

National Curriculum Science

Reception

Children learn about the concept of male and female and about young animals.

Key Stage 1

1. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. to recognise and compare the main external parts of the bodies of humans and reproduce.
3. that humans and animals can reproduce offspring and these grow into adults.
4. to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. about the main stages of the human life cycle.

PSHE

SRE in PSHE is taught through the scheme of work 'Teaching SRE with Confidence in Primary Schools' devised by CWP. This is a comprehensive and inclusive resource which has been endorsed by the PSHE association. It has been awarded the fpa Pamela Sheridan award for excellence in recognition of their pioneering development programme in sex and relationships education.

CWP CURRICULUM OVERVIEW

Reception

Our Lives

- Our day
- Keeping ourselves clean

- Families

Year 1

Growing and Caring for Ourselves

- Keeping clean
- Growing and changing
- Families and care

Year 2

Differences

- Differences: Boys and Girls
- Differences: Male and Female
- Naming the Body Parts

Year 3

Valuing Difference and Keeping Safe

- Differences: Male and Female
- Personal Space
- Family Differences

Year 4

Growing up

- Growing and Changing
- What is Puberty?
- Puberty Changes and Reproduction

Year 5

Puberty

- Talking about Puberty
- Male and Female Changes
- Puberty and Hygiene

Year 6

Puberty, Relationships and Reproduction

- Puberty and Reproduction
- Understanding Relationships
- Conception and Pregnancy
- Communication in Relationships

Inclusion and Equal Opportunities

The school seeks to promote excellent education practice by giving all pupils equal entitlement to all aspects of the school curriculum. It is recognised that some children will need more help and support than others in coping with the physical and emotional aspects of growing up. Appropriate material and human resources will, therefore, be employed in order to enable those children to access the curriculum to their full potential.

The SRE programme encourages respect for all and is taught with regard to matters of morality, family, traditional, religious and cultural values and individual responsibility. We do not use SRE as a means of promoting any form of sexual orientation.

Any form of sexual/gender related bullying or exploitation will not be tolerated and will be dealt with in accordance with our Anti-Bullying Policy.

Planning and Differentiation

Teachers follow the curriculum overview set out in the CWP scheme of work, Teaching SRE with confidence in Primary Schools. The lesson plans are adapted and differentiated to suit the needs of each individual class.

Assessment and Reporting

Teacher assessment in PSHE along with standard tests in Science are used to determine the levels at which children are working and to inform future planning. Progress is communicated to parent/carers through annual reports and termly parents' evening consultations.

Recording

As in all curriculum areas, records of children's work will be demonstrated through a variety of means including written, artistic, photographic, audio, ICT, role-play, presentations and display.

Resources

A variety of resources will be used as appropriate and will reflect the diverse nature of the school population and local community. These resources will be reviewed and updated regularly.

Confidentiality

As a general rule a child's confidentiality is maintained by individual members of staff. If, however, the child is thought to be at risk or in danger, the school's child protection procedures will be followed. Similarly, where staff are led to believe that a pupil is in a relationship, or is about to embark upon a course of conduct that will put him/her at risk or outside the law, the school's child protection procedures will be implemented.

Child Protection

Keir Hardie has a separate Child Protection Policy.

Controversial and Sensitive Issues

All SRE issues are taught sensitively and without bias. Topics are presented in a variety of ways so that pupils can form their own beliefs and opinions whilst appreciating and respecting others who may hold different views to their own.

With regard to lesbian, gay and bisexual issues, "The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support." (*Sex and Relationship Education Guidance*, DfEE, July 2000). The staff at Keir Hardie will respond accordingly.

When the topic of contraception arises it will be taught that sperm can be prevented from fertilizing the egg, but no specific method of contraception will be advocated.

In dealing with the subject of HIV/AIDS equal emphasis will be given to the importance of safe hygiene routines as to the importance of safe sex.

In summary, staff will answer sex related questions in a professional manner, giving appropriate age-related information in a clear and simple fashion. This will apply whether the question is asked as part of an SRE lesson, during the teaching of another curriculum subject, in the playground, on school trips as a result of reading the adverts on public transport, or in any other informal setting. Children will also be encouraged to discuss their

questions with parents and carers. Class teachers may speak to parent/carers where appropriate.

The school informs parents when aspects of the sex and relationship programme are taught through the termly newsletter and Year 6 letter. 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. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Responsibility

The implementation and monitoring of this policy is the responsibility of the Senior Management Team, overseen by the Headteacher.