

Whitchurch Church of England Primary School	Effective Date:	July 2017
Policy and Procedure Statement		
 <p>SEX AND RELATIONSHIPS POLICY</p>	Revision Date:	May 2018
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	Approval:	
Head Teacher	Mrs K Steven	
DSL	Mrs K Steven	

1. Introduction

We believe that Sex and Relationships Education is an important part of the primary school curriculum. All teachers will be involved in the teaching of this area that spans different subjects within the curriculum. From the earliest years the curriculum includes themes centred on the life cycles of different living creatures and also around the many aspects of family life and relationships. SRE (Sex and Relationship Education) is not just about reproduction and sexual health. It is life-long learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about sexuality, gender, role and responsibility in our lives. The purpose of this policy is to provide a clear outline of how Whitchurch Primary School approaches the teaching of SRE. It will explain how we, as a school, plan and implement this aspect of the curriculum and the role of teachers, pupils and parents in contributing towards this. Jesus calls us to a wholeness of life. As a school in the Christian tradition, we recognise the importance of sex and relationships education towards that aim.

2. Aims

- To develop pupils' understanding of the human life cycle and reproduction.
- To help prepare older pupils for the onset of puberty and for the accompanying physical and emotional changes.
- To provide an environment where all pupils feel able to seek information when needed.
- To place Sex Education in the context of loving, caring, family relationships.
- To keep parents fully informed and encourage their involvement.
- To promote spiritual, moral, cultural, mental and physical development of all our pupils.
- To develop positive relationships within their family, school and wider community.

3. Principles

- All pupils will be involved in carefully planned topic work based on three main elements (see Appendix 1):
 - I. Attitudes and values
 - II. Personal and social skills
 - III. Knowledge and understanding – following the Science Programme of Study and PSHE curriculum content relating to Health and Sex and Relationship Education
- All content will be approached in an open manner, coincident with the age and maturity of the children in the target group.
- Pupils' questions will be answered accurately and non-judgementally.

4. Responsibilities

Teaching Staff

- To plan carefully and deliver SRE lessons in line with the relevant Science National Curriculum Programmes of Study, PSHE curriculum content and our Teaching and Learning Policy.
- To be sensitive to genuine questions about aspects of human life such as birth, growing up, relationships and sex whether articulated or implied.
- To give open, honest and accurate information appropriate to the age and maturity of the pupils concerned.
- To be adequately prepared to discuss a range of Relationship, Health and Sex Education issues of interest to older pupils.
- To use their professional judgement as to the depth and amount of details given.
- To not allow their personal beliefs and attitudes to influence their teaching.
- To encourage and advise pupils to discuss the content of their SRE lessons in their home environment.
- To communicate to parents when aspects of SRE are to be taught especially during Years 5 and 6 and to outline content of each phase at a pre-arranged meeting.
- To be clear that teachers and other staff cannot guarantee absolute confidentiality especially where information raises concerns regarding Child Protection. The best interest of the 'individual child' must be maintained at all times. Any concerns must be referred to the school's Designated Safeguarding Lead (DSL) who will decide the most appropriate course of action.
- To ensure that children feel able to ask questions if they need to.

Head Teacher

- To provide training and support for staff in order to ensure continued recommended practice.

Governors

- To be responsible for the formation of the school's policy for SRE in consultation with the Head Teacher. At a minimum level of consultation the 'Parent Governors' will be consulted regarding any policy changes.
- To review the policy annually.

Parents

- To support the school in its teaching of SRE by preparing for or following up on lessons through discussion at home where appropriate.
- To discuss with the school any aspects of the SRE Programme about which they are unclear or which they have reservations.

Parents have the right to withdraw their children from part or all of the school's entire sex education programme that falls outside of the Programme of Study for the Science Curriculum. They may do so, at any time, by writing to the Head Teacher.

5. Key Procedures

5.a. Teaching Organisation

- In K.S.1 all SRE teaching will be part of a broader topic and be taught by the pupil's class teacher.
- In K.S.2 specific SRE lessons in Year 5 and 6 may involve the withdrawal of pupils from a mixed-age class for separate teaching.
- SRE will be taught to mixed sex classes but provision will be made in Year 6 for boys and girls to be taught separately by an appropriate member of staff.
- Children will have the opportunity to ask questions freely via 'chat breaks', 'question breaks', 'circle time' or other routines appropriate to the age and maturity of the pupils.
- *A letter is written to parents/carers of pupils in Year 5 and 6, informing them of the SRE programme. This includes an invitation to view the materials that will be used prior to their child/ren.*
- *To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils, which include no 'put downs' or reference to any individual person's relationships.*

5.b. Key Learning Objectives

- **In the Foundation Stage** pupils consider how they grow and the similarities between humans and other animals. They begin to learn about different relationships and the importance of friendships and know who to turn to for help in resolving friendship issues.
- **In Key Stage 1** pupils learn that humans and other animals can reproduce and grow into adults. The concept of birth and the needs of a newborn are also considered. Pupils consider how to develop good relationships with those

around them and are beginning to develop strategies for resolving friendship issues for themselves.

- **In Year 3/4** all pupils continue to learn about the human body in relationship to growth, diet and personal health. They learn about a healthy and safe lifestyle and how to make informed choices. They develop greater confidence in a variety of relationships and friendships and are able to ask for help and support when needed.
- **In Year 5/6** pupils learn about the differences between males and females. They will learn how babies are made, develop during pregnancy and are born. Also pupils further explore different relationships such as: within a family and friendships. They are also encouraged to develop more confidence in thinking and talking about their feelings.
- In Year 5, all pupils further their knowledge and understanding of the human body including the main stages of the human lifecycle. They will be introduced to the physical and emotional changes that occur during puberty. They continue to explore the development of good relationships with a wider range of people and to recognise their worth as individuals. They are able to resolve differences of opinion and/or conflicts with an increasing range of strategies.
- In Year 6 pupils learn in greater detail about the physical and emotional changes that take place as girls and boys go through puberty. Pupils will examine different types of relationships including marriage and those between friends and families as well as learning about adult sexual relationships. They also consider how sex is presented in the media and issues around sexual stereotyping. They have the opportunity to reflect on how their emotions change during puberty and consider how to deal with those feelings towards themselves, their family and others in a positive way. They will learn how to deal with the pressures that may encourage them to behave in an unacceptable way as well as giving guidance on how to seek help or advice.

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- 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;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

Provision for girls in Year 5/6

- At the start of Year 6 and at an appropriate time in Year 5 (late autumn / early spring), children will have a chat with a female member of the teaching team, along with a letter sent home to parents, to remind and reassure them with regards to the following points:
 - *Girls starting their periods have unrestricted access to sanitary products kept by Year 6 teachers. Where sanitary bins are provided in the girl's toilets.
 - *Female members of staff are always available to reassure girls and ensure that there is no embarrassment with regard to dealing with their periods.