

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

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1. Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order (NCSO).

### **Defining Sex and Relationships Education (SRE)**

2. *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<sup>1</sup>.*

### **The Aims of Sex Education**

3. Based on the above definition, the aims of SRE in this school are:
- To enable our pupils to better understand the nature of human relationships
  - To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children
  - To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
4. In this school, SRE has three main elements, all of which are important for a balanced SRE programme:
5. 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

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<sup>1</sup> DfEE Guidance 0116/2000

- developing critical thinking as part of decision-making.
6. 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.
7. 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, including the avoidance of unplanned pregnancy.

### **Moral dimension**

8. The school recognises that it is a moral body in its own right. As part of the whole curriculum, the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

### **Content of the school's SRE programme**

9. The content of the school's programme is based on the National Curriculum Science Order and the non-statutory guidance for Personal Social and Health Education and Citizenship contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

At primary school level, sex and relationship education should contribute to the foundation of Personal, Social and Health Education and Citizenship, by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

*National Curriculum Science*

*Key Stage 1*

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans  
f ) that humans and animals can produce offspring and these grow into adults

4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

#### *Key Stage 2*

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

10. See Appendix A for more detail.

### **Consultation**

11. Following a consultation process involving staff, parents, and governors, the school has decided that there will be no specific lessons in SRE delivered to children in KS1.

12. SRE will appear within the Science, PSHE and Citizenship curriculum for KS2. When lessons are planned to explore the more sensitive areas, as set out in the resources reviewed with parents (see Appendix B), then the class teacher or headteacher will inform parents and seek their support in exploring these issues in the home context.

### **The delivery of SRE**

13. In this small school, relationships between staff, parents and pupils are often very close. There is recognition that pupils need to be prepared to face the challenges of growing up yet preserve the 'innocence of childhood'. All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work. Where specific sex education occurs in KS2, which is outside or beyond the National Curriculum Science Order, all members of staff working with this age group will have been appropriately trained. It is recognised that teachers in this school are best placed to deliver SRE, given their knowledge of the specific needs of their pupils. They do this with the support of other agencies, such as the school nurse and the SRE support worker from the Healthy Schools project.

14. The head teacher is responsible for the overall co-ordination and monitoring of SRE within the school's curriculum.

### **Methods of teaching and resourcing**

15. Given the nature of the class structure in the school specific SRE work will be delivered to Years 3, 4, 5 and 6. A few specific aspects will be taught in single sex groups to Y5&6 when dealing with puberty, in all lessons to Year 5 or 6 both male and female staff will be present. This work will complement the NC for Science, which, all pupils will be doing when looking at 'Life Processes'.

16. In the delivery of SRE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion

- Drama and role play
  - Research and presentation.
17. Teachers will also use other teaching methods to enable pupils to learn about SRE that are age appropriate, taking into account the developmental needs of individual pupils.
18. The school uses a wide variety of resources, including videos and books. One of the main resources used in teaching will be the Channel 4 series – Living and Growing.
19. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

### **Dealing with sensitive issues**

20. As stated above, it is recognised that in a small school such as this, teachers, parents and pupils have very close relationships, sometimes going over years. Therefore, it is necessary that teachers are clear about their professional approach to this area of the curriculum. As such, the governors expect teachers and pupils to follow the protocols set out below in sessions that are based on discussion:

- no one (teacher or pupil) will have to answer a personal question;
  - no one will be forced to take part in a discussion;
  - only the correct names for body parts will be used;
  - meanings of words will be explained in a sensible and factual way; and
  - teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.
21. Where a member of staff is concerned that a child protection issue is arising, it is their responsibility to follow the school's policy in this matter to the letter.

### **Parental right to withdrawal from SRE**

22. As stated in the opening paragraph, parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science Order.

23. Parents who express concerns about SRE will be invited by the headteacher to attend a meeting at which the headteacher will explain clearly the school's policy and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, parents will then be asked to put their request that their child is withdrawn from SRE in writing. The child will then be placed in another class for these lessons where suitable work and supervision will be provided.

24. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents who request it at the cost of photocopying.

### **Monitoring and evaluating SRE**

25. As stated above, it is the co-ordinator's responsibility to:
- Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE

- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme.

26. The co-ordinator will be given time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each Key Stage.

### **Policy review**

27. The school's governing body draws up the SRE policy and it will review this policy annually.

## **Appendix A: Curriculum Statements for Sex and Relationships Education from the PSHE and Science Curriculum.**

### **Key Stage 1**

#### **PSHE**

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to make simple choices that improve their health and well-being
- To maintain personal hygiene
- How some diseases spread and can be controlled
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To recognise how their behaviour affects other people
- To listen to other people, and play and work co-operatively
- To identify and respect the differences and similarities between people
- That family and friends should care for each other.

#### **Science**

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognize and compare the main external parts of the bodies of humans
- That humans and other animals can produce offspring and that these grow into adults
- To recognize similarities and differences between themselves and others and treat others with sensitivity.

### **Key Stage 2**

#### **PSHE**

- To talk and write about their opinions, and explain their views on issues that affect themselves and society
- To recognize their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To recognize, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

- About how the body changes as they approach puberty
- To behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable
- That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view
- To be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support.

## Science

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

## Appendix B: Specific Resources for SRE

### Key Stage 2

Video Programmes from the series 'Living and Growing' a Channel 4 Production.

Key Stage 2 - Year 3 and Year 4

THEMES from Living and Growing – Unit 1

*Programme 1. Differences*

- 'living things' –
- the difference between male and female –
- feelings –
- life cycles –

*Programme 2. How Did I get Here?*

- 'growing and change from the point of view of the children –
- considering themselves as babies and thinking about their future as adults –
- the growth of the foetus during pregnancy –

*Programme 3. Growing Up*

- Where do I come from -
- Life cycles –
- growth and change –
- relationships –

Key Stage 2                      Year 5 and Year 6

THEMES from Living and Growing - Unit 2

*Programme 4. Changes*

- explores the physical and emotional changes that take place at the onset of puberty
- changes outside our control
- changes within our control
- reaffirms puberty as a normal and natural process

*Programme 5 How Babies are Made*

- to explain how babies are made

- to explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships

*Programme 6. How Babies are Born*

- reviews relationships and feelings and investigates roles and responsibilities.
- focuses on the development of the baby in the womb
- the needs of the baby and the mother before birth

**Year 6 only:**

*Programme 7. Girl Talk*

- considers the physical and emotional changes that take place as girls go through puberty
- addresses the concerns and worries of young women
- makes boys more aware of the changes that occur as girls become young women

*Programme 8. Boy Talk*

- considers the physical and emotional changes that take place as boys go through puberty
- to address the concerns and worries of young men
- to make girls more aware of the changes that occur as boys become young men



## **Appendix C: When will this subject be taught?**

### **Key Stage One**

Work will be spread throughout the Key Stage to tie in with Science, PSHE and Citizenship.

### **Key Stage Two**

The main unit of work using 'video resources' will be taught in the summer term.