


# ILCHESTER COMMUNITY PRIMARY SCHOOL



## Sex and Relationship Education Policy

Reviewed July 2014		N J Heath	Headteacher
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## **Introduction**

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfEE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*'. The policy has been drafted by a working party of the School Governors following consultations with parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. All teachers have their own copy of the policy. In addition, a copy is held in main school offices and it can be made available on request. A statement on Sex and Relationship Education is also to be found in the School Prospectus.

## **Rationale**

At Ilchester Community School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

## **Definition of Sex and Relationship Education**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical. Our teaching of sex and relationship education will include teaching of sex, sexuality and sexual health.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

## **Aims and Objectives**

At Ilchester Community school we aim a curriculum *which shows continuity and progression*. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship Guidance', DfEE, Ref 0116/2000, p.5:

- ***attitudes and values***

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage/stable relationships, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

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;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

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 about contraception;

learning the reasons for delaying sexual activity and the benefits to be gained from such delay;

the avoidance of unplanned pregnancy.

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

### **Moral Framework**

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

## **Working with Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

***The DfES has produced a free leaflet for parents entitled 'SRE and Parents'. Copies can be obtained from the DfES orderline (Tel: 0845 6022260, DfES code 0706/2001).***

## **Content and Organisation**

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHEC. Occasionally, issues about SRE may arise spontaneously in other lessons (eg while studying English Literature) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002. (***See Appendix 1 for further information***)

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in '*School use of visitors and outside agencies in health promotion*' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on

their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHEC lessons
- Core and foundation subjects
- Assembly time
- Circle time
- Literacy/numeracy lessons
- Health weeks
- Focus days e.g. World AIDS Day
- Theatre in Education visits
- Project/theme lessons

The SRE programme will be delivered by:

- Class teachers/HLTAs
- The School Nurse

A range of teaching approaches will be used eg small group work for discussion, etc. (**See examples in 'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000, pp22-24**).

The overview and co-ordination of the taught curriculum is the responsibility of the PSHEC Co-ordinators in the school. The Senior Management Team will always identify staff who have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of SRE. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

A designated Governor is the link to the full Governing Body with regard to SRE provision in the school. That person has attended specific training to equip them for this responsibility.

## **Equal Opportunities**

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (eg through illness, school refuser) and does not participate in the SRE programme, the school will ensure that teaching materials

are made available.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

## **Child Protection**

The aim of our child protection policy is to protect people from abuse or exploitation. A copy of the Child protection Policy can be found on the school website.

## **Specific Issues**

### Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

### Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- \* *no one (teacher or pupil) will have to answer a personal question*
- \* *no one will be forced to take part in a discussion*
- \* *the only language used will be easily understood and acceptable to everyone in the class*
- \* *only the correct names for body parts will be used*
- \* *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

### Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county

(See 'Child Protection Handbook', 2000 Somerset Area Child Protection Committee).

#### Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Ilchester Community Primary School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

#### Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (e.g. Requests for sanitary protection are dealt with by a trusted adult i.e. class teacher.

#### Contraception

Pupils will be given basic, appropriate information about condoms and the contraceptive pill.

#### Safer Sex, HIV/AIDS and Sexually Transmitted Infections (TIs) / Gay, Lesbian and Bisexual relationships

If questions arise regarding the above they will be dealt with sensitively and in an age appropriate way.

Homophobic bullying (ie based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Anti bullying Policy. All teachers are aware of this policy and a copy is available through the website.

#### Confidentiality

*'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'*

*'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'*

(*'Sex and Relationship Education Guidance'*, DfEE, Ref 0016/2000. p.30)

Parents/carers will be informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary.

if a child discloses information regarding the above staff should indicate that they



wish to help the student in their situation but that they cannot offer or guarantee absolute confidentiality.

Staff **must** follow child protection guidelines.

### **Monitoring and Evaluation**

The SRE policy is monitored and evaluated through a regular review process involving parents, teachers, PSHEC Co-ordinators, Senior Management Team, and the Governing Body.

## Appendix 1

### Learning outcomes

#### Taken from 'Sex and Relationships', Ofsted Report, 2002

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

We present them in this format in the hope that they might be useful to schools

- (i) as an audit tool
- (ii) as a monitoring device
- (iii) for other curriculum developments.

In the right hand column you may wish to add the year, key stage, curriculum area or other school activity where each learning outcome is addressed.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

#### By the end of Key Stage 1

1	<b>Pupils will be able to:</b>
a)	recognise and compare the main external parts of the bodies of humans*
b)	recognise similarities and differences between themselves and others and treat others with sensitivity
c)	identify and share their feelings with others
d)	recognise safe and unsafe situations
e)	identify and be able to talk with someone they trust
f)	be aware that their feelings and actions have an impact on others
g)	make a friend, talk with them and share feelings
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

2	<b>Pupils will know and understand:</b>
a)	that animals, including humans, grow and reproduce*
b)	That humans and animals can produce offspring and these grow into adults*
c)	the basic rules for keeping themselves safe and

	healthy
d)	about safe places to play and safe people to be with
e)	the needs of babies and young people
f)	ways in which they are like and different from others
g)	that they have some control over their actions and bodies
h)	The names of the main external parts of the body including agreed names for sexual parts
i)	why families are special for caring and sharing.

3.	<b>Pupils will have considered:</b>
a)	why families are special
b)	the similarities and differences between people
c)	how their feelings and actions have an impact on other people.

### By the end of Key Stage 2

4	<b>Pupils will be able to:</b>
a)	express opinions, for example, about relationships and bullying
b)	listen to, and support others
c)	respect other people's viewpoints and beliefs
d)	recognise their changing emotions with friends and family and be able to express their feelings positively
e)	identify adults they can trust and who they can ask for help
f)	be self-confident in a wide range of new situations, such as seeking new friends
g)	form opinions that they can articulate to a variety of audiences
h)	recognise their own worth and identify positive things about themselves
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others
j)	see things from other people's viewpoints, for example their parents and their carers
k)	discuss moral questions
l)	listen to, support their friends and manage friendship problems
m)	recognise and challenge stereotypes, for example in relation to gender

n)	recognise the pressure of unwanted physical contact, and know ways of resisting them
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5	<b>Pupils will know and understand:</b>
a)	that the life processes common to humans and other animals include growth and reproduction
b)	about the main stages of the human life cycle*
c)	that safe routines can stop the spread of viruses including HIV
d)	about the physical changes that take place at puberty, why they happen and how to manage them
e)	the many relationships in which they are all involved
f)	where individual families and groups can find help
g)	how the media impact on forming attitudes
h)	about keeping themselves safe when involved with risky activities
i)	that their actions have consequences and be able to anticipate the results of them
j)	about different forms of bullying people and the feelings of both bullies and victims
k)	why being different can provoke bullying and know why this is unacceptable
l)	about, and accept, a wide range of different family arrangements, for example
j)	second marriages, fostering, extended families and three or more generations living together

6	<b>Pupils will have considered:</b>
a)	the diversity of lifestyles
b)	others' points of view, including their parents' or carers'
c)	why being different can provoke bullying and why this is unacceptable
d)	when it is appropriate to take a risk and when to say no and seek help
e)	the diversity of values and customs in the school and in the community
f)	the need for trust and love in established relationships.

**At Ilchester we use the Living and Growing Programme. Through this and other resources we structure our programme as set out below:**

**Reception and Key Stage1 (4- 7 years old)**

**• Focus of teaching on people who are special to us; friends and friendship; feelings; keeping safe**

**• Recognising and reacting to different emotions**

How can I tell how people are feeling?

How can people tell how I am feeling?

Showing love, care and feeling special in human relationships, e.g.:

*Jack is with his mum. How does Jack show he loves his mum?*

*Kahil 's grandmother is very old. How does Kahil show he loves his grandma?*

*Lucy has a new baby brother. How does Lucy show she loves her baby brother?*

**• Recognising that feelings can affect actions**

What kinds of things make me happy, sad or worried?

Who and what makes us feel better?

How am I like other people?

How am I different?

How am I special?

Who are my special people?

How do I feel when my special people go away or die?

**• Understanding the importance of friendship**

Who are my friends?

What do I like best about me friends? What do my friends like about me?

Promises and secrets

How do I say no?

How do I look after my friends?

**• What makes me the same as you?**

What feelings do we all share?

What makes us different? (a context for gender)

**• Growing and changing in animals and plants and people (being ready for school)**

**Year 2 (6-7 years old)**

**• Focus as in earlier years**

**• Hygiene**

**• Growing and changing**

Bath time (understanding the importance of keeping clean; drawing and labelling a list of things needed for a bath/shower)

Bathing a baby (understanding the differences between males and females; understanding how our bodies change as we get older)

### **Years 2-3**

- **Time lines (understanding that our bodies and needs change as we get older)**

Children bring in photographs of themselves from home: baby – toddler – child  
How have I grown and changed?

What did I look like then, what could I do then myself; what can I do now that I couldn't do then?

Class Timeline showing different stages of human development; baby – toddler – child - teenager – adult - old person: How do people develop and change in their bodies, in their feelings, in what they can do and take responsibility for, in what they need? (Opens up discussion and provides a baseline assessment of children's existing knowledge, understanding, attitudes and values)

- **Revisit discussion - how do people change as they get older other than aging?** Focus on changing needs; changing responsibilities. What needs stay the same? (need to keep clean, need to love/be loved, be part of a family)

- **Body parts (recognise and understand main body parts)**

Discussion of similarities between boys and girls (this could follow from use of children's story) male/female characters. Focus on physical similarities. Create a word bank of right words for class

- In pairs do a drawing of a boy getting into the bath/shower; and a girl getting into the bath/shower Label the body parts (similarities and differences)

### **Puberty Yrs 4- 6 (8 -11 years)**

- **Keeping clean**

- **Growing up, how we change (revisited)**

- **Understanding changes - what do I want to know? People I can ask/talk to?** Emotional changes: how people's emotions change and how to deal with feelings towards themselves, their families and others in a positive way.

The same but different: we all go through changes (physical and emotional) but the exact age at which changes happen will depend on our personal 'body clock'  
Revisit physical changes caused by puberty with particular reference to reproductive system.

Why does puberty happen?

- **Emphasis is placed on the fact that although people's bodies may be ready to have/make babies they as people are not ready in other ways (emotionally, financially, and educationally) for a long time.**

### **Puberty Years 5- 6**

- **Conception**

Understanding the process of conception; understanding the importance of loving stable relationships

- Revisit differences in reproductive system between boys and girls and how these change during puberty; 'puberty' the name given to the process that makes our bodies ready to have babies.
- How are babies made? Being able to talk sensibly and learn about this is an important part of growing up.
- What makes people decide they want to have a baby? A big and important decision and a loving caring relationship between a man and a woman before conception emphasised)  
*(Clips from Living & Growing may sometimes be shown in this context2)*
- How life begins *(Clips from Living & Growing may sometimes be shown in this context)*  
Growth in the womb; birth *(Clips from Living & Growing may sometimes be shown in this context)*