

Halton Lodge Primary School



Sex and Relationships Education Policy

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Sex and Relationships Education Policy

Rationale

At Halton Lodge Primary School we value the importance of Sex and Relationship Education (SRE) to help and support young people through their physical, emotional and moral development. This programme is linked closely to the Policy for Personal, Social, Health and Economic (PSHE) Education, Sex and Relationship Education Guidance and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

SRE 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 other learning, it should be gradual and matched to the child's maturity and stage of development.

SRE teaches children 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 enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

What is Sex and Relationship Education?

Sex and Relationship Education is about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, marriage for family life, respect, love and care. It is also about the teaching of sexual reproduction, sexuality and sexual health.

Young people learn about sex and relationships from a very young age. Some of the things they learn are incorrect, confusing and frightening; we should talk to young people to help them to make sense of it all.

The term sex and relationships education (SRE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information but is also learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

Sex and Relationship Education has three main elements.

1. Attitudes and values:

- Learning the importance of values and moral considerations.
- Learning the value of family life, marriage and stable relationships.
- Learning the value of love, respect and care.

2. Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing empathy and self-respect.
- Learning to make choices without prejudice.
- Appreciating the consequences of choices made.
- Managing conflict.
- Recognising and avoiding exploitation and abuse.

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3. Knowledge and understanding:

- Learning about and understanding physical development.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

The Philosophy of the School

It is the philosophy at Halton Lodge Primary School that all children experience a planned programme of SRE that offers them the opportunity to explore attitudes and values, develop personal and social skills, as well as learning the facts necessary for life.

Aims and Objectives of the Policy

- To reassure children of the value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

Guidelines

Content:

The programme we follow at Halton Lodge Primary School is based on national guidelines provided by the Department for Education and Employment (DfEE – July 2000) and is sensitive to the age and experience of our pupils. It is delivered mainly through the Science curriculum and PSHE lessons/events, as well as informally through other subject areas and the ethos of the school.

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about the age of consent and the law with regards to under-age sexual activity.

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.
- Developing critical thinking as part of decision making.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

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.
- Learning how to recognise and avoid exploitation and abuse.

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Methodology and Approach

There will be a whole-school approach – from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within PSHE topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted diseases.

The following ground rules have been established:

- **Teachers should not enter into discussions about personal issues and lifestyles.**
- **No one (child or adult) has to answer a personal question.**
- **Nobody is forced to take part in discussion.**
- **In discussions, teachers will promote the knowledge and use of 'accepted' names of body parts.**
- **Meanings of words are explained in a sensible and factual way.**

Sex and relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

- 1) Increasing confidence and responsibility and making the most of pupil's abilities.
- 2) Preparing to play an active role as citizens.
- 3) Embracing a healthier lifestyle.
- 4) Developing good relationships and respecting differences between people.

Through sex and relationship education, the children should:

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

Primary Stage SRE Ethos

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 that is appropriate for their age and physical development with differentiated provision if required. Such a programme will follow the outline given below.

Within the Science Curriculum, the children should:

Key Stage 1:

- Know that all creatures, including humans, move, feed, grow, use their senses and reproduce.
- Recognise the main external parts of their bodies.
- Know that humans and animals can produce offspring, which grow into adults
- Recognise the similarities and differences between themselves and others, and treat others with sensitivity.

Through their work in science, 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 also learn about the importance of personal hygiene to maintain good health. In RE and Citizenship 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.

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Key Stage 2:

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

**Parents should be aware that children cannot be withdrawn from these Science lessons.*

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in UKS2. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and through PSHE, 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. SRE should focus on the development of skills and attitudes not just the acquisition of knowledge; and is delivered through science, RE, PSHE, literacy activities, and circle time. Classroom teachers and teaching assistants teach SRE and, where appropriate, outside visitors such as the school nurse are invited into school to deliver specific sessions. A range of teaching methods which involve children's full participation are used to teach SRE. These include use of video, discussion, looking at case studies, drama and role-play. SRE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Specific Classroom Arrangements

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

Curriculum Entitlement

As SRE at Halton Lodge Primary School is taught primarily within PSHE and Science lessons, it is not envisaged that there will be 'one-off' or isolated lessons, except when a health professional is invited to address the children. Children with Special Educational Needs relating to SRE, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

Sex and Relationship Guidance (DfEE) states that, when appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2: "Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons."

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Inclusion

All children and young people – whatever their experience, background and identity – are entitled to quality sex and relationships education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers should ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom. Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive and should include LGBT people in case studies, scenarios and role-plays. Boys and girls can explore topics from a different gender's point of view, and a variety of activities – including practical tasks, discussions, group activities and competitions – can provide something for everyone.

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Outside Agencies

As outlined above, outside agencies are used to compliment the SRE programme following the guidelines for working with visitors in schools.

Confidentiality and Safeguarding

The school takes its role in the promotion of student welfare seriously. Staff will endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made – see *Child Protection & Safeguarding Policy*.

Child Withdrawal Procedure

SRE at Halton Lodge Primary School is taught across the curriculum and it is not possible to separate all the SRE lessons. There will be, sometimes, specific lessons at which health professionals are invited to address the children in the presence of the class teacher. Notification is always sent to parents in advance. If parents wish to withdraw a child they should discuss their concerns with the Headteacher. *Should a parent wish to exert their right to withdraw a child from sex education, this must be put in writing (addressed to the Headteacher) and the child will be provided with appropriate, challenging work until the sex education lesson is over.*

Complaints Procedure

If a parent or guardian has any cause for concern about the SRE Policy, they should approach the Headteacher or SRE Subject Leader. If the concern cannot be resolved, the Governors can be contacted.

Policy Review

The Headteacher and staff will review this policy triennially – unless there are any changes to national legislation (in which case a review will take place at this time). Any suggested amendments will be presented to the Governing Body for discussion and approval in the same term.

Monitoring

Leadership Team members responsible for safeguarding and PHSE will monitor the policy. The Leadership Team members will maintain records and data to help illustrate the impact of the policy.

Evaluation

This will be done by regular reports by Safeguarding and PHSE Team members to the SLT.

Other useful documents:

Policy Statement (by DfE) published March 2017 – ‘Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education’.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

‘Sex and Relationships Education Guidance’ issued by Department of Education and Employment (DfEE) - July 2000

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

‘Sex and Relationships Education (SRE) for the 21st Century: Supplementary Advice to the Sex and Relationships Education Guidance DfEE (0116/2000)’ issued by PSHE Association

<https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>

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Appendix 1 – Learning Outcomes

By the end of EYFS, pupils will know and understand:

- The need to have respect for themselves and others
- Why families are special and different
- The names of body parts
- How to be healthy and hygienic

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the bodies. *
- Recognise similarities and differences between themselves and others.
- Treat others with sensitivity. *
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they uncomfortable or at risk.

Pupils in Key Stage 1 will know and understand:

- That animals, including humans, grow and reproduce. *
- That humans and animals can produce offspring and these grow into adults.*
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are similar and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including names for sexual parts.*
- Why families are special for caring and sharing.

Pupils in Key Stage 1 will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2 pupils will be able to:

- Express opinions, for example, about relationships and bullying.
- Listen to, and support others, including managing friendship problems.
- Respect other people's viewpoints and beliefs.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of new situations, such as seeking out new friends.
- Form opinions that they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- See things from other people's viewpoints, for example their parents and carers.
- Discuss moral questions.
- Recognise and challenge stereotypes, for example, in relation to gender.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

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Pupils in Key Stage 2 will know and understand:

- That the life processes common to humans and other animals include growth and reproduction. *
- About the main stages of the human life cycle. *
- That safe routines can stop the spread of viruses including HIV.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- That their actions have consequences and are able to anticipate the results of them.
- About keeping themselves safe when involved with risky activities.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About, and accept, a wide range of different family arrangement.

Pupils in Key Stage 2 will have considered:

- The diversity of lifestyles, values and customs in the school and in the community.
- Others' points of view, including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The need for trust and love in established relationships.

Those statements marked with an asterisk () are part of the National Curriculum Science requirements and are therefore, statutory.*