



Eversley Primary School

Relationships & Sex Education (SRE) Policy



"Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about understanding 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." (DFE July 2000)

Introduction

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective RSE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Eversley Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

We have based our school's relationships and sex education policy on the ministerial guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, RSE is defined as 'learning about physical, moral and emotional development. It is also about the teaching of sex, sexuality, and sexual health'.



Sex and Relationship Education in Schools

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Primary Schools

1.12 The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

1.13 All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

At Eversley we teach about the importance of love, nurture and care in family life. However, "care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances." Sex and relationships education is part of the personal, social, health, and economic (P.S.H.E.) education curriculum and the Science curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

5.7 Parents have the right to excuse their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum.

Rationale

We teach sex and relationships education in the context of the school's aims and values framework. While sex and relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- Sex and relationships education should be taught in the context of stable relationships and family life
- Sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;

Aims and objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life, in its diverse forms;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

Organisation

Sex and relationships lessons are co-ordinated by the PSHE Education co-ordinator who is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- Planned aspects within the Science, PSHE Education and RE curricula;
- Addressing moral and ethical issues that may arise from apparently unrelated topics in the National Curriculum subjects. Within this context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right to withdrawal.

Teaching approaches:

- A variety of approaches that cater for children's different learning styles are used to ensure pupils are actively engaged in their learning. These include discussion, group work, drama and other active learning techniques.
- Pupil groupings. Children are taught in mixed ability, mixed gender and single sex groupings.
- Throughout the school, the correct scientific language is used for all body parts.
- Teachers will respond to questions from children in an age-appropriate, sensitive manner.

Scheme of work/programmes of study:

The scheme of work used for Sex and Relationship Education is the 'Christopher Winter Scheme of Work'; winners of the FPA's Pamela Sheridan Award for Excellence in S.R.E.

Foundation Stage:

Our Lives

- Our Day - To consider the routines and patterns of a typical day
- Keeping Ourselves Clean - To understand why hygiene is important
- Families - To recognise that all families are different

Year 1:

Growing and Caring for Ourselves

- Keeping clean - To understand some basic hygiene principles
- Growing and Changing - To introduce the concept of growing and changing
- Families and Care - To explore the different types of families and who to ask for help

Year 2:

Differences

- Differences Boys and Girls - To introduce the concept of male and female gender stereotypes

- Differences Male and Female - Describe differences between male and female animals
- Naming Body Parts - To focus on sexual difference and naming body parts

Year 3:

Valuing Differences and Keeping Safe

- Differences Male and Female - To explore the differences between males and females and to name body parts
- Personal Space - To consider touch and to know that a person has the right to say what they like and dislike
- Family Differences - To explore different types of families and whom to go to for help and support

Year 4:

Growing Up

- Growing and Changing - To explore the human life cycle
- What is Puberty? - To identify some basic facts about puberty
- Puberty Changes & Reproduction - To explore how puberty is linked to reproduction

Year 5:

Puberty

- Talking about Puberty - To explore the emotional and physical changes occurring in puberty
- Male and Female Changes - To understand male and female puberty changes in more detail
- Puberty and Hygiene - To explore the impact of puberty on the body and the importance of physical hygiene

Year 6:

Puberty, Relationships and Reproduction

- Puberty and Reproduction - To consider puberty and reproduction
- Understanding Relationships - Consider physical and emotional behaviour in relationships
- Conception and Pregnancy - To explore the process of conception and pregnancy
- Communicating in Relationships - To explore positive and negative ways of communicating in a relationship

The Role of Parents

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and, co-operation.

In promoting this objective we:

- Inform parents about the school's sex and relationships education policy
- Are available for all parents and carers of children to discuss the SRE programme, to explain any issues arising, discuss how it is taught and to see the materials the school uses in its teaching.

- Answer any questions that parents may have about the education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school.
- Inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from part of the sex and relationships education, but *not that part which is delivered in the science curriculum*. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The Role of the Head Teacher

The Head Teacher liaises with external agencies regarding the school sex and relationships programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Head Teacher along with the PSHE coordinator will gain feedback from pupils on their learning experience of SRE and will ensure that delivery is amended accordingly.

Monitoring and Review

SRE is monitored by the PSHE Education co-ordinator and Head Teacher. The full policy will be made available to all parents when their child enters school. The Curriculum Committee of the governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Committee gives serious consideration to any comments from parents about the sex and relationships programme, and makes a record of all such comments.

Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children such as the school nurse. Provision is always in partnership with the teaching staff and is part of a planned programme of Sex and Relationships Education.

Confidentiality

Teachers conduct relationships and sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or the likelihood of being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter in consultation with health care professionals. Any professional working in a classroom context in schools is governed by the school's confidentiality policy. Health and other professionals working in a clinical context are bound by their own professional guidelines.

This Policy should be read in conjunction with the following policies:

PSHE & Citizenship
Equality
Child Protection
Behaviour
Safeguarding
Anti-Bullying
Science

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