



WEST BOROUGH
PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Chair of Governors	Mr T Barker
Date agreed	May 2017
Headteacher	Mrs A Crittenden
Review date	May 2019

This policy has been written by the Science and PSHCE Leaders in consultation with the staff. DfE 0116/2000 states that relationship and sex education should be firmly rooted in the framework for PSHE and as such this policy forms part of the school's PSHCE & Safeguarding Policies

Definition and Rationale

The National Curriculum (2014) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

DfE 0116/2000 states that:

"Sex and relationship education is a lifelong learning about physical, moral and emotional development. It is about 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 3 main elements:

Attitudes and values

- *Learning the importance of values and individual conscience and moral considerations*
- *Learning the value of family life, marriage, stable and loving relationships for the nurture of children*
- *Learning the value of respect, love and care*
- *Exploring, considering and understanding moral dilemma*
- *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*
- *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 and the range of local and national sexual health advice, contraception and support services*
- *Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay*
- *The avoidance of unplanned pregnancy.*

It is vital that the education should be tailored to the age and understanding of the pupils (this definition is relevant to primary and secondary education). In primary schools the aim should be to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We aim to develop pupil's confidence and ability to resist peer and other influences that may pressure them into activities that they are uncomfortable with. Facts should be presented in an objective, balanced and sensitive manner, and the pupil's questions should be answered sensitively.

Aims and Objectives

The following should be achieved by the end of Key Stage 2:

- To provide the reassurance that the body changes, physical, emotional and social are normal and acceptable.
- To counter myths and misinformation - to examine opinions and encourage discussion.
- To inform the children of the changes that male and female bodies undergo during puberty.
- To inform the children what happens when sexual intercourse takes place.
- To explain that sexual intercourse can lead to pregnancy.
- To emphasise to value of sex within a loving relationship where care and respect are paramount.
- To encourage awareness, respect and responsibility to oneself and others.
- To safeguard pupils including support from the NSPCC 'pants' rule available at: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Organisation

All teachers are responsible for relationship and sex education that will be taught to all pupils in the school as part of the science programme of study and within the context of PSHCE. It will not be dealt with in isolation, but will be included in topic work, developing in a spiral from Reception to the end of Key Stage 2, and will be related to the National Curriculum for Science, RE and PSHCE. Moral issues that arise will be addressed sensitively and discussed.

In Key stage 1 children are introduced to issues relating to relationship and sex education through a study of topics which include Seasonal change (Y1) and "All creatures great and Small" (Y2)

In Key Stage 2 this work is developed through the topics "Ugly Bug Ball" including Life cycles in Year 3; "The human Body" including changes as humans develop (including puberty) in Year 4; "Our Place" including Life cycles and reproduction of plants and animals in Year 5; "Extinct and Endangered" including how offspring can differ from adults in Year 6. As appropriate this covers Puberty, Pregnancy and Birth and Reproduction.

The National Curriculum for Science (2014) states that children in Key Stage 1 should:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

The National Curriculum (2014) states that children in Key stage 2 should:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- describe the differences in the life cycles of a mammal, an amphibian, an insect

and a bird

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age, including puberty.

Only limited reference is made in school to STDs and homosexuality. The definition of a family can mean many different things. This will be taught at a very early age <http://www.stonewall.org.uk/our-work/education-resources> (as dictated by legislation) or contraception. Pupils will be referred to their parents to answer questions on these and any other sensitive issues they may raise.

Where appropriate the school will support transgender pupils in school (Guidance for schools: Department for Education: The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014)

The PSHCE and Science leaders will liaise with class teachers who will work with the children in Years 4, 5 and 6, the timing of which is determined by the Headteacher, depending on the particular cohort of children. Generally, in Year 4 all children will learn about puberty, focussing on change, puberty, personal hygiene and emotions. The girls will receive additional lessons about puberty and menstruation and how they would be supported in school if necessary. In Year 5 all children will learn about puberty, then in Year 6 about reproduction. Only correct terminology will be used during sessions including vagina, penis etc, which is also in line with FGM/HBV as part of the school's Safeguarding Policy. In Years 4,5 and 6 girls will be made aware what to do if periods start at school and where sanitary protection can be sourced and disposed of.

As the prime responsibility for bringing up children rests with parents and carers, the school recognises that parents and carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges that sexual maturity brings.

Parents and carers will be informed prior to the teaching of this topic to Years 4, 5 and 6 and may request to view the teaching materials and discuss any issues with the teachers.

Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum for Science. This can be done in writing to the class teacher or Headteacher, after consultation with the class teacher. Staff will discuss with parents how these topics will be taught at home, and make recommendations of resources/websites. Parents need to understand their child will hear all about the lesson in the playground anyway.

Monitoring

Sex and Relationship Education will be monitored in line with the school monitoring procedures. This will be carried out by the Science Leader and PSHCE Leader. Assessment and evaluation of pupils will follow the school's Assessment Policy and be primarily through ongoing teacher assessment and questioning as part of quality first teaching.

Further Guidance

Reference should be made to the National Curriculum 2014, SRE policy guidance from <http://www.sexeducationforum.org.uk> and DfE Guidance 0116/200 and supplementary advice in SRE for the 21st century. These are available on line or available from the Science and PSHCE leaders.

This policy is available on the school website.