



POLICY STATEMENT ON SEX AND RELATIONSHIP EDUCATION

Policy Number:	SP8	Created by:	GF
Reviewed by:	HT (interim review)	Responsibility:	FGB
Last Review:	Summer 2020	Next Review:	Summer 2021
Review Cycle:	Annually	Ratified by GB:	20/05/2020

This policy document has been based on the DfES document *Sex and Relationship Education Guidance* and other advice issued by Hampshire County Education Department.

Although the major principles behind this policy will not be changed without the prior agreement of the school's governing body, it may be necessary to make changes in the personnel who actually carry out this work with our children in school.

What is Sex and Relationship Education?

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.

It has three main elements :

- **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
- 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, and
- 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, and
- the avoidance of unplanned pregnancy

Our Aims

- To appreciate the value of a stable family life and the responsibilities of parenthood as key building blocks of community and society. [Care needs to be taken, however, to ensure that there is no stigmatisation of children based on their home circumstances]
- To promote children's respect for themselves and others, including the understanding of differences.
- To promote responsible behaviour.
- To help overcome ignorance and anxiety by increasing understanding in order to prevent guilt and anxiety and remove prejudice.
- To encourage better communication and understanding about sexual matters.
- To develop skills in making informed decisions and combating exploitation or peer pressure.
- To raise awareness of influences such as the media.

Parents

Our work in this area is intended to support parents and not usurp their role. Each year there will be an opportunity for parents of children in the upper school to hear about the work, which we plan to undertake with their children. At this meeting parents will have the opportunity to preview the resources used. Parents may also ask to see these resources at other times. Parents have the legal right to withdraw their child(ren) from sex education (other than those aspects which form part of the National Curriculum) Parents, who wish to follow this course of action, should make their request in writing to the Headteacher. Where children are absent for the specific Sex and Relationship Education sessions, parents may contact the child's teachers to discuss the possible loan of the teaching resources used.

The Organisation of Teaching and Learning

Part of this work will be included in the planning to deliver National Curriculum Science. The statutory orders include:

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

The remainder of the work will fall within our programme of Personal, Health and Social Education (PHSE) and will be based on the recommendations included in *Sex and Relationship Education Guidance* (DfES 2000). This document states (1.12 ff.)

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 the Key Stages 1 and 2 of the National Science Curriculum. Section 3 gives further information on what should be taught at these stages and how this should be rooted in the PSHE framework.

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.

Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the

potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively. As well as consulting parents more generally about the school's overall policy, primary schools should consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include :

- *changes in the body related to puberty, such as periods and voice breaking*
- *when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these, and*
- *how a baby is conceived and born*

In the lower school the majority of this work is covered in the Themes, for which class teachers are mainly responsible. This work is focused mainly on family and friends in Year Three and relationships and the stages of life in Year Four. It is also delivered through a planned programme of PSHE (Personal, Social and Health Education) lessons.

In the upper school much of the work in this area of the curriculum was previously undertaken by the school health promotion nurses in the summer term, when the children are well established in their class and obviously older. However, a change in the policy regarding the deployment of these nurses has meant that they are no longer available to work with our children. This work will therefore be covered by our own school staff, with support and training from the health promotion nurses as appropriate and when available.

The programme for the upper school will be as follows:

Year Five

- 1 Personal hygiene
- 2 Puberty and Growing Up
- 3 Menstruation (girls only)

Year Six

- 1 Puberty and Growing Up (a revision of previous work)
- 2 Menstruation (girls only)
Male Puberty (boys only)
- 3 Conception
- 4 The Birth of a Baby

In Year Six some additional work about body systems is included in the first Theme of the year - *Ourselves and the Natural World*.

Documentation and Learning Resources

Sex and Relationships Education is seen as an integral part of our whole school programme of PHSE. A scheme of work, covering all aspects of this area of the curriculum has been drawn up, with a specific section on *Sex Education and Family Life*. A copy of this is available on request. Year Group teams are responsible for the planning of this work, using the school's PHSE programme to compile the Year Group forecast.

The school has a growing collection of resources used to support this work. No video material is used with lower school classes. Videos are used by teachers in the upper school; these and other resources will have been produced specifically for educational use with children aged 7 – 11 years. All resources, currently in use, may on request, be viewed by parents.

Teaching Methods and Differentiation

Much of this work is centred on discussions with children, both as a whole class and in groups. Opportunities will be provided, where appropriate, for individual children to ask questions or seek advice if they wish. Where children raise issues, which it is thought inappropriate to discuss with the whole group, the person taking the lesson will talk to this child on an individual basis. All those delivering our programme, both teachers and nurses, must be particularly sensitive to how the children are responding to this work. In the upper school, if there is any doubt about whether they should proceed with a particular part of the programme, whether with a group or an individual, then they should pause and discuss the situation with the staff concerned and consult the Headteacher and parents if appropriate. The document *Sex and Relationship Education Guidance* (July 2000) includes a helpful section on *Teaching Strategies for Sex and Relationship Education*.

Confidentiality and Child Protection

It is possible that in the course of this work that children may disclose information to a teacher or other member of staff, which may give rise to concerns about a child's safety or welfare. In such circumstances the member of staff must act in accordance with the school's child protection policy and procedures. Any concerns must be discussed either with one of the Child Protection Liaison Officers (CPLOs). Normally any concerns will be discussed directly with the child's parents, but in certain cases these procedures may involve discussions with the Social Services Department in the first instance.

Assessment and Monitoring of this policy in action

There is no formal assessment of Sex Education because of the personal nature of the subject. However all those delivering the programme need to assess that the main learning objectives of each lesson are being addressed.

Various people, including the PHSE Co-ordinator, the Curriculum Co-ordinator, Headteacher and Governing Body share the responsibility for evaluating the teaching and learning in sex education and its contribution to the whole curriculum. Sex Education will take its place as part of PHSE in the school's programme for curriculum monitoring.