

# ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Montsaye Community Learning Partnership

## Sex and Relationship Policy May 2015

### Every Child Matters

Enjoy and  
Achieve



Be  
Healthy

Make a  
Positive

Do Safe

Achieve

Rothwell Victoria Infant School



CARE SHARE  
HELP SMILE



Montsaye Community  
Learning Partnership

# **Sex and Relationship Education Policy**

**Review date: May 2015**

## **Context/Introduction**

- "All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
  - Define sex and relationship education;
  - Describe how sex and relationship education is provided and who is responsible for providing it;
  - Say how sex and relationship education is monitored and evaluated;
  - Include information about parents' right to withdrawal; and
  - Be reviewed regularly"

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

The Rothwell Victoria Primary Learning Partnership (RVPLP) is comprised of Rothwell Victoria Infant School which has 367 children on role; including 78 children in the Nursery and Rothwell Junior School which has 371 children on role. Early Years, KS1 and KS2 have four classes.

The Junior School and Infant School entered into a formal federation from 3rd September 2012 and we converted to a Multi Academy Trust on 1st September 2013.

We are a forward thinking organisation with a commitment to the following shared vision and values statements:

Our Vision within the Rothwell Victoria Primary Learning Partnership is to ensure that all members of the school community are able to achieve and to enjoy; are healthy and safe; are able to make a positive contribution throughout their lives and achieve well - being.

Moral and Values Framework

Sex and relationship education will reflect the values of the RVPLP. SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Process for Policy development**

The policy has been developed in consultation with pupils, parents/carers, teaching-non teaching staff, governors, school health staff and other relevant agencies.

Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To generate an atmosphere where questions about reproduction can be asked and answered openly and sensitively.
- To answer sensitively and appropriately any questions which may arise.
- To stress the value of caring relationships.
- To help children to develop skills to foster positive personal relationships.
- To ensure parents and/or carers are aware of the aims of Sex and Relationship Education at Primary Level, so that home and school can work together in the learning process.

### **Legal Requirements**

#### **Parents' rights to withdraw a child from SRE**

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science)

#### **National Curriculum Science**

Key Stage 1

Animals, including humans

Pupils should be taught to:

- 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

#### Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

#### Key Stage 2

Year 5 programme of study

Living things and their habitats

Pupils should be taught to:

- 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

#### Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

#### Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through 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 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.

### **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, 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.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

All children require information on growing up in physical and emotional ways. In Year 5 there is a project on growth and this is an opportunity to expand the theme of growth/development to a basic understanding of human reproduction.

Parents of Year 5 children will be informed by letter of the outline scheme of work and they will be offered the opportunity to discuss the provision with the Year 5 staff. Parents and children will have an opportunity to discuss any matters of concern in a private confidential setting at any point before, during or after the growth project and, if they wish, withdraw their child from that project.

The nurse comes in to discuss puberty with the boys and girls. Although the subject of menstruation is covered by both sexes, the girls in Year 5 receive a separate talk about this, which involves discussion of problems and practical hygiene and a demonstration of sanitary products by the school nurse. Girls in other year groups will be provided with support on the subject of menstruation, after discussion with their parents, should it be necessary

In addition to the study of specific integrated themes, we need to recognise that many opportunities arise during school life to discuss teasing, bullying, friendships and feelings, etc., linked with attitudes towards one's own body, that of friends and the opposite sex, reaction towards changes, stereotypes, diverse family circumstances etc.

In this way we consider that we will give our children a broad and balanced view of their growth and development and also cover the statements made in the National Curriculum Science document.

This content has been agreed in consultation with governors, parents and teaching staff.

### **Guidance taken from: Sex and Relationship Education Guidance DfEE (0116/2000)**

In primary schools

3.2 The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

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

This content has been agreed in consultation with governors, parents and teaching staff.

### **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through science, RE, PSHE, literacy activities, and P4C activities. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, use of written and physical resources, looking at case studies and drama.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

#### **KEY RESOURCES USED at KS2**

- The Human Lifecycle book
- 'Tackling Sex & Relationship Education in the Primary School' folder of resources
- Envelope of images, including embryos, eggs, internal organs
- Growth and Change book
- 'Living and Growing- Unit 3' VHS
- 'Living and Growing Unit 2' VHS
- 'Sex Education Special Edition BBC' VHS

- Boys and girls NHS leaflets (class sets) 'Checkout the bare facts and all the hairy bits'
- A folder of previously used paper based worksheets
- Examples of tampons and pads
- 'About you...puberty and stuff' main teachers booklet including large posters
- 'About you...puberty and stuff' booklet
- 'About you...puberty and stuff' boys' booklet
- 'Always -changes for parents- from the Education Service'
- 'Always -for girls- from the Education Service'
- 'Always -for boys- from the Education Service'
- 'Kotex- Girl to Girl' booklet

### **Specific Issues**

- **Parental consultation**

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

Equal Opportunities

Child Protection

Confidentiality

Behaviour & Anti Bullying

- **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**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **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.

**Policy Development, Dissemination and Review Process**

This policy was re drafted by the Executive Headteacher and developed in consultation with the Senior Leadership Team, Personal Social Health Education (PSHE) Leader, Special Educational Needs Co-ordinator (SENCO), governors, and School Nurse.

The draft policy was made available on the school server, school website and to Parent Friends Association and Friends of the School representatives. The policy was then ratified by the governing body.

The policy is made available to all staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office. Parents/carers are invited to view the policy via the school office or the school website.

**Monitoring and Evaluation**

Monitoring is the responsibility of the Executive Headteacher, a named governor TBC and deputy head teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Any change will be reflected in the school prospectus.  
SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed regularly

Adopted by Governors .....

Signed by Chair of Governors ..... Date.....