



Shaftesbury Park Primary School Sex and Relationship Education Policy



United Nations Rights of the Child

Article 13: children have a right to get and share information, as long as the information is not damaging to them or to others.

Article 28: all children have the right to a primary education.

Article 34: The Government should provide ways to protect children from sexual abuse.

Article 36: Children should be protected from any activities that could harm their development.

1. Introduction

We have based our school's sex and relationships education policy on the DCSF guidance document Sex and Relationship Education Guidance (ref DfES 00116/2000). In this document the objective for teaching sex and relationship education is defined as according to the DfES guidance:

'...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'

DfES 'Sex and Relationship Guidance' [DfES Ref 0116/2000]

This document stresses that 'As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children.' We embed our sex and relationships education within the context of PHSCE, SEAL and the National Healthy Schools programme and Science, teaching and help children understand the importance of marriage or stable committed relationships for family life, respect, love and care. 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 the children to ask and explore moral questions. We help children develop respect for themselves and their body and for other people. We do not use sex and relationship education as a means of promoting any form of sexual orientation. We teach that there are many different families and these relationships can be made up in many different ways.

1.1 Inclusion

The needs of boys as well as girls. Girls tend to have greater access to SRE than boys, both through the media (particularly magazines/internet) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic, religious and cultural diversity. Different ethnic, religious and cultural

groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. On average, about 5% of our pupils will go on to define themselves as, lesbian, gay, bi-sexual or trans-gender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special educational needs. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The teaching programme for Sex and Relationship Education. We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication. Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Pupils with autism will require individual teaching to meet their specific needs. SRE may be included in a TEACCH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Contraceptive advice to pupils. Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should involve the use of a condom and contraception. Questions about contraception will be answered accurately and honestly. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

2.1 We teach the children about:

- The physical development of their bodies as they grow into adults
- human reproduction
- 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
- Moral questions
- Relationship issues
- Respect for the views of other people
- Sex abuse and what they should do if they are worried about any sexual matters

3 Context

‘Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity’.

‘Sex and Relationship Education Guidance’ [DfES Ref 0116/2000]

3.1 We teach sex and relationships education in the context of the schools’ aims and values framework. While sex and relationships education in our school means 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 in the belief that:

- Sex and relationships education should be taught in the context of marriage or committed 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
- Children need to learn the importance of self control

4 The National Healthy School Standard

4.1 We have participated in the National Healthy School Standard since 2009 and we are a Wandsworth Healthy School, with Healthy School Enhancement status. Sex and relationship education is one of the specific themes that makes the standard. We work within the specific criteria of the NHS.

- We consult with parents on all matters of health education
- We train all our teachers to teach sex and relationships education
- We listen to the views of the children regarding and sex and relationship education
- We look positively on any local initiatives that support us in providing the best sex and relationships education we can devise.

5 Organisation

We use the SEAL materials to help teach part of our PHSCE but also use a published PHSCE scheme ‘I Know, I can, I am.’ ‘The National Healthy School Standard provides a useful and supportive framework for delivering sex and relationships education. The review is clear that whilst SEAL provides a framework, ideas and resources for teaching social and emotional skills, it should be seen to support and enrich PSHCE education, not as a replacement for it.

5.1 We teach sex and relationships education through different aspects of the curriculum. We carry out the main sex and relationship education via PHSCE curriculum, we also teach some aspect through science and PE. We feel that they contribute significantly to the child’s knowledge and understanding of his/her body,

and how it is changing and developing.

5.2 In PHSCE we teach children about relationships and we encourage children to develop confidence in talking, listening and thinking about feelings and relationships. We also use the SEAL materials to complement this teaching.

In the Foundation Stage and Key Stage One we teach children about their own relationships, in particular friendships, bullying and building self esteem. We teach about parts of the body and how they work. We teach how to keep healthy with a balanced diet and exercise and appropriate sleep.

In Key Stage Two we start to prepare children for puberty, we explain to them what will happen to their bodies during puberty and encourage children to seek personal help and advice when they need it. We teach elements of this in single sex classes and seek support from outside agencies to support the teaching: eg the school nurse.

Children know they can go to any adult for advice: teachers, teaching assistants, the learning mentor, the school councillor have important roles in supporting individual children with these changes. We teach that there are many different families and these relationships can be made up in many different ways. We are inclusive of all groups in our society, including heterosexual, gay, lesbian, trans-gender and those with disabilities.

5.3 In science lessons in Key Stage One and Two children are taught about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material from the National Curriculum and supporting national schemes.

In Key Stage One we teach:

Science

1b that animals, including humans move, feed, grow, uses their senses and reproduce

2a to recognise and compare the main external parts of the bodies of humans and other animals

2f that humans and other animals produce offspring and that these offspring grow into adults

4a recognise similarities and differences between themselves and others and to treat others with sensitivity

PHSCE

2c recognise choices they can make and recognise the difference between right and wrong

3a how to make simple choices that improve their health and well-being

3d about the processes of growing from young to old and how people's needs change

3e name the main parts of the body

5e ask for help

In Key Stage Two we teach:

Science

1a that life processes common to human and other animals include nutrition, movement, growth and reproduction

2f about the main stages of the human life cycle

PHSCE

1c to face new challenges positively by collecting information, looking for help,

making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

3c about how the body changes as they approach puberty

3e to recognise the different risks in different situations and then decide how to behave responsibly (SEAL)

3f that pressure to behave in an acceptable or risky way can come from a variety of sources including people you know and how to ask for help and use basic techniques for resisting pressure to do wrong (SEAL)

4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

5d make real choices (eg issues affecting their health and well being such as smoking)

5g consider social and moral dilemmas that they come across in life

In the Foundation Stage, within understanding the world, children find out about the world around them and focus on some features of living things and how to keep [themselves](#) healthy.

5.4 In year 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. We ensure that correct names for the body parts are used and that the meanings of words are explained in a sensible and factual manner. By the end of Key Stage Two we ensure that both boys and girls know how a baby is conceived and born and how their bodies change during puberty, what menstruation is and how it affects women. How to ensure safe intercourse and avoid unwanted pregnancy. We always teach this with due regard for the emotional development of the children.

5.5 We arrange a meeting for all parents and carers of children in year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught and to see the materials the school uses in its teaching.

5.6 Teaching styles for sex and relationships education include circle time discussions, role play and drama, question and answer sessions, looking at case studies with invented characters, watching films and discussing the content, some written material is also provided for year six pupils to keep for future reference. Teaching resources are selected on the basis of their appropriateness to pupils, using the Sex Education Forum guidance which can be found at http://www.ncb.org.uk/sef/resources/resources_for_sre.aspx.

5.7 Teachers with guidance of the Head teacher/ PHSCE Lead establish clear parameters of what is appropriate in a whole class setting. By agreeing with the class a number of ground rules for sex and relationships education lessons teachers can ensure that any questions which are too explicit, personal or inappropriate for the whole class can be deferred and answered in a more appropriate setting, either by the school nurse or other health professional. Children are able to write their questions before the lesson without any embarrassment and can be anonymous.

Sex and Relationships Education Policy

An example of a working agreement for PHSCE lessons

- Listen to each other.
- Value each other's contributions.
- Make the most of everyone's experience.
- Don't laugh at others.
- Each person has the right to remain silent.
- We respect confidentiality.
- Do not disclose anything you do not want others to know.
- Do not personalise contributions.
- People are not expected to answer any personal questions: staff or children.
- There is not one expert.
- All ideas are worth considering.

5.8 Children's advice is sought about how they would like their sex and relationship education lessons are conducted. Some groups of year six children have felt more comfortable when taught in single sex groups. The boys sometimes request a male teacher for their sex and relationship lessons.

5.9 Resources for teaching of sex and relationships education include the published scheme of work 'I know, I can, I am,' Folens PSHCE and materials provided from the school nurse. We also use resources from 'All About Us. Primary sex and Relationships Education, devised by Channel 4. We also make use of any up to date materials provided by the WHSS.

At a local level, support and guidance for a school to develop SRE includes:

- Support from the Sex and Relationships Education (SRE) Coordinator to develop a whole school approach to SRE and
- Co-ordination by the SRE Coordinator of external agencies including those funded by the Teenage Pregnancy Prevention Team to support school SRE Programmes.
- The Teenage Pregnancy Strategy for Wandsworth.
- Support from the Wandsworth Healthy Schools Programme including The PSHE Education Development Officer who can also support schools with becoming a UNICEF Rights Respecting School
- Wandsworth National PSHE Education CPD Programme
- Support from a Vulnerable Young Persons Worker funded by the Teenage Pregnancy Prevention Team (Mainly Secondary Schools)

6. The role of parents

6.1 The school is well aware that the primary role in the children's sex and relationships 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 sex relationships policy and practise:
- answer any questions that parents may have about the sex and relationships education of their child:
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school:
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary:
- 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.

6.2 Parents have the right to withdraw their child from all part of sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationships education lessons, they should discuss this with the class 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 the parents in this regard and will provide parents with materials so they can teach specific aspects of the program at home.

7 The role of other members of the community

7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationships programme:

- Support from the Sex and Relationships Education (SRE) Coordinator to develop a whole school approach to SRE and
- Co-ordination by the SRE Coordinator of external agencies including those funded by the Teenage Pregnancy Prevention Team to support school SRE Programmes.
- The Teenage Pregnancy Strategy for Wandsworth.
- Support from the Wandsworth Healthy Schools Programme including The PSHE Education Development Officer who can also support schools with becoming a UNICEF Rights Respecting School
- Wandsworth National PSHE Education CPD Programme

8 Confidentiality

8.1 Teachers conduct sex ad relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in or likely to be 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 the health care professionals and social services. (See Child Protection policy).

9 The role of the head teacher and PHSCE Lead

9.1 It is the responsibility of the head teacher/lead to ensure that both staff and parents are informed about our sex and relationships policy, and that the policy is implemented effectively. It is also the head teacher's/lead's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

9.2 The PHSCE lead 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.

9.3 The head teacher monitors the policy on a regular basis and reports to

governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

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

Reviewed March 2017

Reviewed by Sarah Banks (PHSCE Subject leader)

Next review date: March 2019