

DRAFT

SEX AND RELATIONSHIPS POLICY

Designated Member of Staff: Fran Allen

Introduction

This policy provides guidance on all aspects of Sex and Relationship Education (SRE) at Woodmancote- which is an important part of PSHE education and as such should be considered in tandem with Woodmancote's PSHE policy. It was developed in March 2017 in consultation with teaching staff and the Senior Leadership Team, with reference to the Secretary of State's Guidance which forms part of the National Curriculum.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

The policy has been disseminated to all staff and governors by email and is available on the school server and website.

Rationale

Aim:

The aim of Sex and relationship education (SRE) is to provide balanced factual information about human reproduction together with promoting pupils spiritual, moral, social and cultural development and understanding of sexual health. In addition, to prepare all pupils for the opportunities, responsibilities and experiences they may encounter in life.

What is SRE?

Sex and Relationships education is –

'Lifelong learning about physical, moral and emotional development'. To include 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.

The term sex and relationships education – SRE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

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.'

(DFEE SRE Guidance 2000)

Woodmancote's Approach to SRE:

At Woodmancote SRE is taught through SRE units as part of the PSHE programme which is derived predominantly from the **SCARF Curriculum in tandem with GHLL Pink Curriculum**. In addition through units of the National Curriculum's Science Programme of Study – this statutory guidance should be referenced to ensure coverage.

We believe in a whole school approach to SRE and as such the following people are involved in SRE provision at school.

- Teaching staff e.g. delivering the PSHE curriculum
- Non-teaching staff e.g. pastoral care
- Governors e.g. responsible for school policies
- Parents/carers e.g. their right to have access to SRE curriculum information; their right to withdraw pupils from SRE lessons
- Outside agencies e.g. The Lifelong Learning Van, school nurse involvement
- Pupils e.g. asked opinions through questionnaires.

Woodmancote's SRE should, at an appropriate stage:

- Be an entitlement for all young people to prepare them for adult life.
- Be set within this wider school context and support family commitment, love, respect and affection, knowledge and openness.
- Teach family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Develop awareness of the physical self, how it functions and how changes occur over time. Provide students with practical strategies for self-management of body actions such as menstruation and erections, and related physical symptoms such as stomach cramps.
- Develop awareness of emotions and how they relate to behaviour of self and others.
- Develop understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help students to self-manage these.
- Develop awareness of the differing nature and levels of relationships and the codes of conduct relating to them.
- Develop awareness of codes of conduct governing sexual expression & sexuality, particularly in relation to understanding the concepts and implications of 'public' & 'private' behaviours.
- Help students to develop strategies for 'keeping safe' and for protecting themselves against exploitation or abuse.
- Have an understanding of the physical aspects of reproduction, contraception and sexual health as appropriate to age and cognitive ability of the individual pupil.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others.
- Develop the skills to judge what kind of relationship they want.
- Develop awareness of their sexuality and understand human sexuality.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.

Teaching of SRE at Woodmancote:

At Woodmancote we aim to ensure SRE is taught by the child's class teacher or regular member of staff so the children have access to information in a comfortable environment. Discussion will be encouraged at all times with ground rules for discussion excluding personal questioning of staff or pupils being established. We will attempt to deal with questions in a sensitive, open and matter of fact way. See Appendix 1 for appropriate terminology for each year group.

Teaching outcomes:

By the end of KS1 Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce 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..
- That humans and animals can produce offspring and these grow into adults Growing into adults can include reference to baby, toddler, child, teenager, adult
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- The similarities and differences between people
- How their feelings and actions have an impact on other people
- The underwear rule (PANTS)

By the end of Key Stage 2 Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Respect other people's viewpoints and beliefs – including listening and seeing things for other people's viewpoints
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- Discuss moral questions
- Manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender – (See Stonewall Resources)
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- The importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions (Yr 3 – science)
- 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. (Yr 5- science)
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (Yr 5 – science)
- Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. (yr 6 – science)
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved in risky activities
- That their actions have consequences
- About different forms of bullying people and the feelings of both bullies and victims
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

The PSHCE subject leader, in consultation with the Science subject leader, will monitor and review policy and practice of these outcomes.

Equal Opportunities for SRE at Woodmancote:

Woodmancote School strongly believes that all pupils should have access to SRE that is relevant to their particular needs. All pupils are entitled to receive sex education, but parents have the right to withdraw their child from the parts of the programme that are additional to the National Curriculum.

If parents do not want their child to receive sex education they should talk with the Headteacher, then confirm their request in writing.

- Both boys and girls will be provided with appropriate teaching including in year 6 an opportunity to be taught in single sex groups to provide a 'safe and comfortable' environment to enable questioning and discussion.
- When teaching, staff will be mindful of respecting children's individual backgrounds.
- The school will support children with special educational needs appropriately in line with their normal policy.
- Ethnic and Cultural Groups. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular aspects of SRE in mixed groups. We will respond to parental requests and concerns.

Confidentiality within SRE:

Refer to the school's Safeguarding Policy. This should be adhered to **at all times.**

Staff Training support and resources

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

Home/School/Child Liaison

We fully recognise that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supportive relationship with parents and carers and are keen therefore to:

- Inform parents about SRE policy and practice. Woodmancote school aims to inform parents when their child will be explicitly taught sex and relationships education. (See template letter for parent communication)
- When a child is referred back to parents, the parents are told to expect questions.
- Teaching materials, including DVD's, will be made available to parents should they wish to see it.
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Take seriously any issues that parents raise with teachers about the policy or arrangements for SRE in school.

Monitoring and Reviewing SRE Policy:

The policy will be reviewed and monitored in accordance with the School's monitoring and evaluation policy by the PSHE co-ordinator – Fran Allen.

Related Documents

Appendix 1 – appropriate terminology for each year group.
Govt Guidance on Sex and Relationships education- DfEE 2000 and updated document
Informing Parents template Letter
Pink Curriculum
PANTS
Stonewall

Links with other School Policies:

Safeguarding & Child Protection (to include Genital Mutilation)
Computing
E Safety
Behaviour
PSHE & Citizenship
Anti-Bullying
SEN
Equality
Religious Education
Science

Signed.....
Chair of Teaching and Learning

Appendix 1 – Age related appropriate language related to Sex and Relationship Education

At all times the anatomically correct language should be used in discussions related to this teaching and the teaching of this topic in science. In Year 5 and 6 where sex related 'slang' is used by children the teachers can correct this as they deem appropriate.

Reception

- Not required.

Year 1

- Penis, Vagina, Breasts, Testicles

Year 2

- Penis, Vagina, Breasts, Testicles, Reproduction

Year 3

- Penis, Vagina, Breasts, Testicles

Year 4

- Penis, Vagina, Breasts, Testicles

Year 5

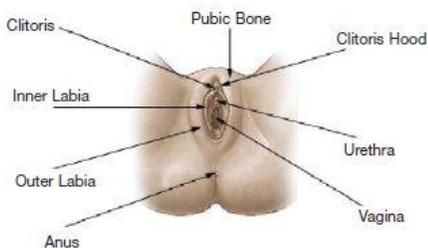
- Sexual Intercourse, Penis, Vagina, Breasts and Testicles. See diagram for more detailed anatomy labelled for this year group. Menstruation. Masturbation. Wet dream. Ejaculation. Orgasm. Gay. Lesbian. Transgender, Transsexual.

Year 6

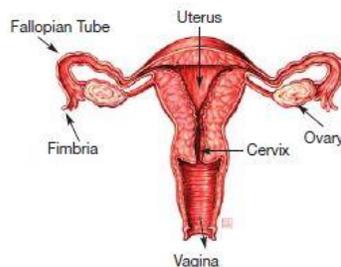
- Sexual Intercourse, Penis, Vagina, Breasts and Testicles. See diagram for more detailed anatomy labelled for this year group. Menstruation. Masturbation. Wet dream. Ejaculation. Orgasm. Gay. Lesbian. Transgender, Transsexual.

Female Reproductive System

External Female Reproductive System:



Internal Female Reproductive System:



Male Reproductive System:

