

Upton Westlea Primary School

Sex and Relationship Policy



Approved by staff: May 2017

Signed: K Carruthers

Approved by Governors: May 2017

Signed: M Williams

Review Date: May 2020

Introduction

At Westlea School, we aim to provide a safe and happy environment where our children can flourish and succeed.

Sex and relationships is approached in a holistic way so that children are given the appropriate information matching their emotional and academic understanding. We have based our school's sex and relationship policy on Cheshire's guidance to Schools on Sex and Relationship Policy 2009.

School Statement

Staff, governors and parents at Upton Westlea believe that SRE should be part of a broader Personal, Social, Health Education and Citizenship programme, as well as part of the science scheme of work, designed to develop pupils' self-esteem and their sensitivity and sense of responsibility towards others. SRE must take into account the cultural backgrounds of all our pupils and the views of their parents/carers.

Aims and Objectives of the Policy

- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- To develop sensitivity towards the needs of others.
- To provide knowledge of loving relationships.
- To promote honesty and loyalty in relationships.
- To promote the importance of family life and stable relationships for bringing up children.
- To teach the fundamentals of human reproduction.
- To inform children on matters of personal hygiene and related health issues.
- To develop children's understanding of physical development of their bodies as they grow into adults.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.

Context

We teach sex education in the context of the school's aims and values. While sex education in our school means that 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 education in the belief that:

- sex education should be taught in the context of family life;
- sex 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.

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- the importance of being a family unit;
- moral questions
- relationship issues
- respect for the views of other people
- what they should do if they are worried about any sexual matters

A sequence for teaching sex education

Ages 3-5

- people in my life. What they do for me and what I do for them;
- my moods - feeling happy, sad, and so on;
- friendships;
- loss and mourning (e.g. a person, a pet);
- keeping safe - danger I might come up against. Saying no;
- my body and other people's bodies - similarities and differences;
- the beginning of life - me, animals, plants;
- growth in people, animals and plants;
- ageing - how we know things are alive, dead, young, old.

Ages 6-7

- changes as we grow;

- different types of families;
- feelings in families (e.g. love, anger);
- what helps people to get on with each other (e.g. listening/sharing);
- what makes me happy;
- what I like or don't like about other people;
- keeping safe;
- caring for myself - hygiene, sleep, exercise;
- people who help me to care for myself.
- difficult situations - bullying
- keeping healthy - healthy eating and the importance of exercise.

Ages 8-9

- feelings - things which make me happy, sad, embarrassed, scared and so on;
- difficult situations (e.g. teasing, bullying);
- changes in my own body and in those of others;
- how babies begin and are born - how they grow;
- family trees;
- keeping healthy- exercise, diet, the immune system, and so on;
- friendship - who our friends are, how we make and lose friends;
- making decisions - influences on me;
- keeping safe;
- varied lifestyles in the class and community - differences in others and how we feel about differences.

Ages 10-11

- decision making, risk taking;
- feelings about the future (for example changing schools);
- families and how they behave - what members expect of each other;
- celebrations of birth, christening, puberty, marriage and death in different cultures;

- expressing feelings and how we do this; being assertive, not bullying;
- differences and similarities in people;
- body changes in me and others - why they are happening;
- things that do into my body that help (for example, good food, and some drugs) and harm (for example some drugs, cigarette smoke, poison);
- sexual reproduction in humans;
- the functions of internal organs.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationships education through other subject areas (for example, SEAL, Science and RE), where we feel that they contribute significantly to a child's knowledge and understanding.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. **In Key Stage 2** we teach about life processes and the main stages of the human life cycle in greater depth.

In Year's 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Children are taught about the physical, emotional and social changes at puberty; this includes personal hygiene. We use outside agencies to complement and enhance this programme. **In year 6** we teach about sexual reproduction as we feel that children need to know the facts of life before moving on to the high school. We feel it is particularly important that children have the opportunity to be with a teacher they know well and can discuss concerns and issues with this. We inform all parents and carers of children in Years 5 and 6 about this particular programme of lessons, and explain what the issues are and how they are taught. Parents of children in year 6 are invited in to watch the programmes we use on sexual reproduction and find out more about the lesson content.

All staff have agreed the importance of setting ground rules for these lessons in order to answer any sensitive or difficult questions. This framework facilitates the use of an anonymous question box (worry box) in the classroom.

If any children are absent for these lessons, if requested, the school will endeavour to pass on the relevant information to parents/carers and offer them additional support if required.

The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

Staff Training

Staff have been given the opportunity for training and reached an agreement about the delivery of this policy.

Links with other policies

All work and its delivery will be linked with the following policies:

PSHCE

Anti-bullying

Child Protection

Confidentiality

Equal Opportunities

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.

Equal Opportunities

In support of the equal opportunities policy, all pupils will have the same opportunity to benefit from the SRE resources and teaching methods, regardless of age, ability, sex, religion or race.

Role of Parents

Our intention is 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's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- consult with parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. Best practice is shared and appropriate support will be offered to parents on request. 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.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head 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 parents in this regard.

(Section 405 of the Education Act 1996 provides that:

"If any parent of any pupil.....requests that he may be wholly or partly excused from receiving sex education at the school, the pupils shall, except in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.")

The role of other members of the community

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 education programme.

Child protection Procedure

If a child makes a reference to being involved, or is likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of Child Protection.

Confidentiality

The school has a confidentiality policy that is owned and understood by all members of the school community. Any concerns raised by a child will be dealt with immediately. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher or Deb Grimshaw who is the designated Safeguarding Lead. Total confidentiality cannot be agreed in this instance. The Head Teacher/Learning Mentor will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

The role of the head teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head Teacher'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.

The Head Teacher liaises with external agencies regarding the school sex education 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.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Policy Formulating Procedure

1. Draft written by headteacher and Healthy School Coordinator.
2. Curriculum committee to agree draft policy.
3. Draft policy presented to staff for their feedback.
4. Consultation with parents and carers (open evening).
5. Full governing body to agree policy.

Persons Responsible

The school's named SRE Coordinator is Kath Carruthers (Head Teacher) and the school's named SRE Governor is Jill Houlbrook.

Monitoring and review

The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Any comments are fed into the Curriculum Committee agenda. Governors require the Head Teacher to keep a written record,

giving details of the content and delivery of the sex education programme that we teach in our school.

Reviewed May 2017

Review date May 2018