



Sex and Relationships Education Policy

Written September 2016

To be reviewed September 2018

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.

This policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000

Consultation

This policy was written in consultation with parents, staff and Governing Body and is available on the school website

Why we teach sex and relationship education in our school:

The purpose of implementing this policy is to ensure that pupils at West Cliff Primary School are provided with information on the basic biology of human reproduction and the physical, emotional and social changes that occur during puberty and adolescence. The teaching of Sex and Relationships education will allow pupils to develop an understanding of changes to themselves and others, through exploring attitudes and feelings and appreciating a range of values.

Sex and Relationships education has a vital role to play in contributing to children's personal and social development.

Aims and Objectives for Sex and Relationships Education:

The aim 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.

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their view



- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

Attitudes and Values

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls (for secondary schools this could include the gender expectations of sex portrayed through pornography)
- developing critical thinking as part of decision making

Personal and Social Skills

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families', sexualities and gender identity issues: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic, biphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs



- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships

Roles and Responsibilities:

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. Review the policy on a three year cycle or sooner if necessary. It is good practice to identify a link governor for SRE

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance



- Liaise with the PSHEe co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions
- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

The PSHE Co-ordinator - Emma Smith

The school has a co-ordinator for PSHEe who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme
- contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- the avoidance of unplanned pregnancy
- learn about the law and sexual consent

External agencies

- Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can



add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 5) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

The organisation and teaching of Sex and Relationships Education

Emma Smith is the designated teacher with responsibility for co-ordinating sex and relationships education.

Sex and Relationship Education is delivered through science, RE, PSHCE, Literacy and circle times. Sex and Relationships Education is taught by classroom teachers.

A range of teaching methods which involve children's full participation are used to teach Sex and Relationships Education. These include use of video, discussion, looking at case studies and drama.

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

The North Yorkshire Framework for PSHE is used in school

Year Group	Coverage
1	<p>I know that there are different types of relationships - family, friends and others</p> <p>I know that family and friends should care for each other</p> <p>I know about change and loss and the associated feelings</p>
2	<p>I know about the changes that have happened to my body since birth</p> <p>I can question whether boys and girls should behave differently</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls</p> <p>I understand the importance of valuing of one's own body and recognising it's uniqueness</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>I know who I can go to if I am worried about something</p> <p>I know about the process of growing from young to old and how people's needs change</p>



3	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships</p> <p>I understand that relationships may change over time</p> <p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them</p> <p>I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult</p> <p>I know how other families are similar or different to mine</p> <p>I understand that it is OK to be different to others</p> <p>I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>
4	<p>I feel good about myself and my body</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand that my body and emotions will change as I grow older</p> <p>I can recognise what love is</p> <p>I know that there are different kinds of families and partnerships</p>
5	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty - physically and emotionally</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> <p>I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p>
6	<p>I know about human reproduction including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p>



Assessing pupil's progress:

Assessment is in line with our general assessment of PSHCE. Assessment of children's capability is achieved by planning appropriate curriculum activities in line with the schools general policy for assessment and reporting.

Specific Issues to Sex Relationship Education:

Parental Consultation

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/ carers of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the schools sex education policy practice.
- Answer any questions that parents may have about the sex education policy and practice.

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 for their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher. The school always complies with the wishes of parents in this, in this regard.

Child Protection/ Confidentiality

Teachers need to be aware that effective sex and relationships 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 (Christina Zanelli- Tyler) in line with the LEA 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:

Anti Bullying

Behaviour

Confidentiality

Child Protection

Equal Opportunities

E Safety



Science

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 a worry/ concern question box.

Differentiation

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

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

