

LANGDON
PRIMARY SCHOOL

Sex and Relationships Education Policy

Created Summer 2017

Agreed by the Governing Body 17.5.17

Due for review Summer 2019

Sex and Relationships Education Policy

Rationale

All schools must have an up-to date Sex and Relationships Education (SRE) Policy which can be made available for parents and for inspection under the terms of the Education Act (1996).

In November 2010 the government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching'. This Paper states that children need high quality sex and relationships education in order that they can make wise and informed choices.

Under the terms of the Education Act, the requirements our school must have regard for are:

- It is compulsory to teach some parts of sex education ie. The biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary age.
- The broader topic of SRE is not currently compulsory but contained within the non-statutory Personal, Social and Health Education guidance in the National Curriculum and strongly recommended in the government SRE Guidance (2000). School Governing Bodies are, in law, expected to give 'due regard' to this guidance.
- The need to have an up to date SRE policy that describes the content and organization of SRE taught outside the Science curriculum, will be available to parents.
- Parents right to withdraw their children from any SRE taught outside the Science Curriculum.

SRE starts at home and is received from friends, televisions, film, magazines and school and continues throughout life. SRE in our school is part of the Science and PSHE programmes of the National Curriculum and sits comfortably within Healthy Schools requirements.

SRE is about the understanding and importance of marriage, family life and stable and loving relationships, respect, love and care. It encourages the acquisition of social skills and positive attitudes, which allow pupils to develop a good self image in order to manage their own relationships in a responsible and healthy way. SRE will prepare children to move with confidence from childhood through adolescence to adulthood.

Ofsted is statutorily required to inspect the SRE policy and its implementation, including pupils' personal development, how well the school cares for and provides effective support and advice for pupils and how well the school works in partnership with parents.

Aims

- To involve and work together with parents to develop awareness that Sex and Relationships Education is a crucial part of preparing children for their lives now and in the future as adults and parents;
- To develop children's confidence to talk, listen and think about feelings;

- To provide opportunities for pupils to be equipped with the knowledge, attitudes and skills they need to be ready for developing relationships;
- To enable children to respect the differences between people;
- To develop in children an understanding of how their bodies work and to prepare for puberty and adulthood;
- To provide opportunities for pupils to acquire knowledge and understanding about the roles and responsibilities they will have as adults;
- To ensure children understand the importance of keeping healthy and how to look after their bodies;
- To make children aware of how they can keep themselves safe and where to ask for help and support;
- To increase knowledge, change attitudes and enhance decision making skills.

Inclusion

The staff at our school provide an environment in SRE which gives every pupil the opportunity to experience success and to achieve the highest possible standards. Where necessary, extra support will be offered in order for all children to contribute to SRE. Every care is taken to allow equal access to the SRE curriculum for pupils with disabilities or additional language needs.

Account is taken of pupils' diverse backgrounds and cultures. The classroom ethos is one of equal access for all. The contributions of all pupils are valued, and pupils are encouraged to appreciate difference and challenge stereotyping.

Foundation Stage

We teach SRE in the reception class as an integral part of the topic work covered during the year. We relate the SRE aspects of the children's work to the objectives set out in the Early Learning Goals, particularly under the headings Personal, Social and Emotional Development and Understanding of the World.

Key Stages One and Two

Primary school SRE can be found within the statutory science curriculum and the non-statutory framework for PSHE for Key Stages 1 and 2 as follows:

Key Stage 1 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 2014)	PSHE: Non-statutory (Ref: Sex and Relationships Education Guidance 2000)
<p>Year 1 and 2</p> <p>Statutory requirements:</p> <p><u>Animals, including Humans</u></p> <p>Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should be taught to notice that animals, including humans, have offspring which grow into adults. Pupils should be taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Non Statutory guidance:</p> <p><u>Animals, including Humans</u></p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.</p> <p>All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.</p> <p>It is important that the transition year before moving to secondary schools supports pupils’ ongoing emotional and physical development effectively.</p> <p>At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:</p> <ul style="list-style-type: none"> • 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.

Key Stage 2 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 2014)	PSHE: Non-statutory (Ref: Sex and Relationships Education Guidance 2000)
<p>Year 5 and 6 Statutory requirements: <u>Living Things and their Habitats</u> Pupils should be taught to describe the life process of reproduction in some plants and animals. <u>Animals, including Humans</u> Pupils should be taught to describe the changes as humans develop to old age.</p> <p>Non Statutory guidance: <u>Living Things and their Habitats</u> Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. 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. <u>Animals, including Humans</u> 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.</p> <p>Year 6 Statutory requirements: <u>Animals, including Humans</u> Pupils should be taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Non-Statutory guidance: <u>Animals, including Humans</u> They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.</p> <p>NB: There are no relevant requirements in the Year 3 or 4 Science National Curriculum Programme of Study.</p>	<p>The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.</p> <p>All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.</p> <p>It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively.</p> <p>At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:</p> <ul style="list-style-type: none"> • 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.

Assessment

Teachers assess the children's work in SRE by making informal (non-judgmental) observations during lessons rather than formally assessing each child. Topic and class discussions help to provide evidence of individual progress.

Sexual Identity and Sexual Orientation

Children need to feel that SRE is relevant to them and sensitive to their needs. The government is clear that teachers should be able to deal honestly and sensitively with questions relating to sexual identity and orientation. However, there will be no direct promotion of sexual orientation, rather the promotion of loving and positive relationships generally. We will liaise with parents in order to reassure them that the content of our teaching in SRE is set firmly in this context.

Parent's Right to Withdraw Children from SRE Lessons

Parents have the right to withdraw their child from SRE lessons that cover the non-statutory part of the National Curriculum, and responsibility for the supervision of that pupil remains the duty of the school. It is hoped that parents with any concerns about the programme at this school will confer with teachers before requesting that their child be withdrawn. Pupils whose parents do exercise this right will be supervised undertaking some other work.

Roles and Responsibilities

The **Governing Body** is responsible for:

- Determining the school's SRE policy
- Reviewing the SRE policy

The **Head Teacher** (with the GB) is responsible for:

- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

The **Class Teachers** are responsible for:

- Planning, teaching and assessing SRE within the context of the Science and PSHE Curricula.

Monitoring of the SRE Policy

This policy will be monitored as part of the usual school self evaluation process by the Head Teacher and Governing Body.

It will be reviewed every two years.