

## **Sex and Relationship Education Policy**

(See also P.S.H.E. Policy; Child Protection Policy)

### **Introductory Safeguarding Statement**

At Worthington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Worthington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### **1 Why do we have a Sex and Relationship Policy?**

- 1.1 Worthington Primary School aims to offer all children a carefully planned programme of Sex and Relationship Education, which starts in the nursery and is developed until children reach Year Six. This then forms the basis to the work they will do in secondary school.
- 1.2 The Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of S.R.E. provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a Sex and Relationship Education programme tailored to the age and physical and emotional maturity of the children.
- 1.3 This is an important and sensitive issue and the aim of our S.R.E. Policy is to clarify the content of Sex and Relationship Education and how it is taught at our school, through the science curriculum and P.S.H.C.E.

### **2. What is Sex and Relationship Education?**

- 2.1 Sex and Relationship Education is described as lifelong learning about physical, moral and emotional development.
- 2.2 This means that we want our children to understand:
  - The importance of stable and loving relationships
  - The importance of respect for one another, regardless of religion, culture or sexual orientation
  - About sexuality and sexual health
  - About physical, moral and emotional development

We believe this will help them become more confident and responsible young people and prepare them for adult life.

- 2.3 There are three main elements to S.R.E.:

1. Attitudes and Values

- Moral considerations and conscience
- Valuing family life, commitment and stable and loving relationships
- Respecting and caring for each other

2. Personal and Social Skills

- Learning to manage emotions confidently and sensitively
- Developing self-respect and empathy for others
- Making choices, without prejudice
- Appreciating the consequences of your choices
- Managing conflict
- Learning to recognise and avoid exploitation and abuse

3. Knowledge and Understanding

- Physical development
- Understanding sexuality, sexual health and relationships

**3. How is S.R.E. taught at Worthington Primary?**

- 3.1 The school aims to provide a 'rolling' programme of sex and relationship education from the nursery to year six which ensures that children are provided with information which is easy to understand and relevant to their ages and maturity. This will be organised by the P.S.H.E. co-ordinator in consultation with the headteacher.
- 3.2 S.R.E. is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. S.R.E. will not be taught in isolation – rather through science topics and P.S.H.E. topics. It will also be dealt with through answering children's questions and responding appropriately to opportunities that arise in the course of all teaching.
- 3.3 The sex education parts of the Science National Curriculum at Key Stage 1 and 2 are compulsory for all children at primary schools. Elements of the sex education in the science curriculum are assessed formally. Evaluation of the S.R.E. programme outside the science order is conducted using a variety of informal activities which have been built into the programme.
- 3.4 Other adults such as the school nurse or other health professionals may be involved and all materials and resources used will be appropriate to the age group. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents/ carers and information books are available to children in the library. Our P.S.H.E. co-ordinator holds a selection of reference materials for teaching more sensitive issues.
- 3.5 Worthington Primary has a code of practice for using visitors i.e. school nurse to support the delivery of S.R.E. in school. All visitors are familiar with and understand the school's S.R.E. policy and work within it. All input to S.R.E. lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised and supported by a member of staff at

all times. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

3.6 Teaching S.R.E. in the Foundation Stage and Key Stage 1

In the foundation Stage we teach S.R.E. as an integral part of the topic work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate S.R.E. aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

3.7 Teaching S.R.E. in Key Stage 2

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

3.8 The content of lessons was decided after the consultation process involving parents/ carers, staff, governors and the school health advisor using the DfEE Sex and Relationship Guidance (2000) as a basis for discussion.

**4. Controversial and Sensitive Issues**

4.1 Staff are aware that views around S.R.E. related issues are varied. However, while personal views are respected, all S.R.E. issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

**5. Teaching S.R.E. to children with Special Educational Needs**

5.1 We teach S.R.E. to all children regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Special Educational Needs Support will lead to the creation of an Individual Education Plan (IEP). When teaching S.R.E., teachers take into account the targets set for the children in their IEPs, some of which may be directly related to S.R.E. targets.

**6. S.R.E. and ICT**

6.1 Where appropriate, staff will make use of relevant ICT software. This will be used for example to demonstrate aspects of S.R.E. to the whole class. If software is to be used, it will have been carefully scrutinised by the class teacher concerned, prior to any class usage.

- 6.2 When using the internet or other 'live' resources, it is the teacher's responsibility to follow all guidance as prescribed by the school's relevant policy documents regarding internet safety.
- 6.3 All parents have been provided with a copy of the school's Safe Use of the Internet Policy.

## **7. Working with Parents**

- 7.1 At Worthington we are committed to working with parents on the delivery of Sex and Relationship Education. Any parent may withdraw their child from the parts of Sex and Relationship Education that are outside the compulsory science curriculum. Any parent seeking to withdraw a child should see the P.S.H.E. co-ordinator or the headteacher to discuss the effect of this. Once a child has been withdrawn they cannot take part in the S.R.E. programme until the request for withdrawal has been removed. Parents may also review the teaching materials that are used in school. Each year, parents of children of the relevant age group/s will be invited to view materials and to talk to teachers and other staff, such as the school nurse, who will be responsible for the provision of S.R.E. in school.

## **8. Confidentiality**

- 8.1 As a general rule, all teachers will maintain a child's confidentiality. However, if a child is believed to be at risk, the teacher may want to talk to the child protection officer, and if necessary, follow the child protection procedures.
- 8.2 The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **9. Dealing with questions**

- 9.1 Both informal and formal S.R.E. arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and to refer to the Child Protection Officer / P.S.H.E. Coordinator if they are concerned.

## **10. Sexual Identity and Sexual Orientation**

- 10.1 Worthington Primary School believes that S.R.E. should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

## **11. Safeguarding and Child Protection**

- 11.1 The school has a separate Safeguarding and Child Protection Policy. Effective S.R.E. may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **12 Equal Opportunity**

- 12.1 The school is committed to the provision of S.R.E. to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

## **13. Dissemination**

- 13.1 All staff members and governors receive a copy of the S.R.E. policy. Training is regularly delivered to staff on the policy content. A copy is available from school and is on our school website.
- 13.2 The PHSE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. Our co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

Signed:



Mr Searle, Headteacher

Date: Third Review 9th September 2019