

# **WOODLANDS PRIMARY SCHOOL**



## **SEX AND RELATIONSHIPS EDUCATION POLICY**

**UPDATED: JUNE 2016**

**REVIEW DATE: MAY 2019**

## **Sex and Relationships Education Policy**

### **Defining Sex and Relationship Education (SRE)**

*'It is lifelong learning about physical, moral and emotional development. It is about the 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.'*  
(DfE Guidance 0116/2000)

### **The Law**

There is no obligation to include Sex Education in the curriculum; the curriculum can include sex education and whether it does so is at the discretion of the school. However the DfE 'Sex and Relationship Guidance 2000' recommends that all primary schools should have a SRE programme tailored to the age and the physical and emotional maturity of the children.

### **The Aims of SRE**

- To enable our pupils to better understand the nature of human relationships
- To enable our pupils to see the importance of marriage and stable loving relationships for nurturing children
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- To provide children with the capability of accessing help and advice when needed
- To enable our pupils to express how they feel and how to make positive informed choices

We currently use the Christopher Winter Project to deliver SRE to children. We believe that SRE should be delivered within a moral framework that promotes.

- Self-respect and respect for others
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings and views
- Mutual support and co-operation
- Acceptance of taking responsibility for the consequences of own actions
- The right not to be abused by other people or taken advantage of

- The right to accurate information about sex and relationship issues

Effective SRE is embedded in the school curriculum (particularly in PSHE/ Social and Emotional Aspects of Learning) and our school ethos.

In our school, SRE has three main elements, all of which are important for a balanced SRE programme.

### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for nurturing children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- 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
- Develop an appreciation of the consequences of choices made
- Managing conflict
- 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 the reasons for delaying sexual activity, the benefits to be gained by this including avoidance of unplanned pregnancy

These elements should be delivered through the four broad themes of:

- Developing confidence and responsibility and making the most of pupils abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing effective relationships and respecting differences between people

### **Content of the School's SRE Programme:**

We take into account any child protection issues, needs of children from one parent, same sex and adoptive families and children in care.

We note that menstruation starts at age 8 for 1:6 girls

The following table shows the links between non statutory PSHE \* and the statutory Science Curriculum Framework 2015 \*\*

	<b>KS1</b>	<b>KS2</b>
<b>Attitudes and Values</b>	<p>To recognise similarities between themselves and others and treat others with sensitivity **</p> <p>To recognise how their behaviour affects other people *</p> <p>To identify and respect the differences and similarities between people **</p>	<p>That differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, sexual orientation, gender and disability *</p>
<b>Personal and Social Skills</b>	<p>To recognise, name and deal with their feelings in a positive way *</p> <p>Develop confidence in talking, listening and thinking about feelings and relationship *</p> <p>Can protect themselves and ask for help and support *</p>	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, families and others in a positive way *</p> <p>Judging what kind of physical contact is acceptable or unacceptable *</p> <p>Begin to develop the skills of negotiation *</p> <p>To be aware of different types of relationship, including marriage and those between friend and families, and to develop the skills to be effective in relationships *</p>
<b>Knowledge and Understanding</b>	<p>That animals including humans move, feed, grow, use their senses and reproduce **</p> <p>Recognise and compare the main parts of the body *</p>	<p>That the life processes common to humans and other animals include growth, nutrition and reproduction ** (The LA expects that this will include the menstrual cycle and fertilization)</p>

<p><b>Knowledge and Understanding cont.</b></p>	<p>To recognise and compare the main external parts of the bodies of humans ** (The LA expect that this will include sexual parts)</p> <p>Are able to name parts of the body and describe how their bodies work**</p> <p>That humans and animals can produce offspring and these grow into adults **</p>	<p>Both boys and girls are prepared for puberty and about how the body changes as puberty approaches</p> <p>What makes a healthy lifestyle, including the benefits of exercise and healthy eating *</p> <p>What affects mental health, including bullying and how to make informed choices *</p>
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### **Method of Teaching and Delivery of SRE**

SRE is delivered predominantly in PSHE lessons to ensure a comprehensive coverage. We follow the Christopher Winter Project to deliver SRE. Parents will receive a letter informing them SRE is planned to be taught, together with a brief outline of content. However, consolidation and extension of SRE is taught in Science, RE, Literacy and during assemblies.

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Paired and group discussion
- Drama and role play
- Research, interviewing and presentations
- Circle time

Teachers will use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental need of individual pupils.

Ground rules will be developed during SRE sessions based on respect. The only additional consideration specific to SRE ground rules (as opposed to class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm then they will need to tell another adult (Confidentiality Policy).

The school uses a variety of resources, including videos and books. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best research into SRE.

## Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise from the teaching and learning of SRE. The following approaches are protocols for discussion based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for the body will be used
- Meanings of words will be explained in a sensitive and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

## Use of Visitors

External staff may be used to deliver aspects of SRE. Whenever an external visitor is going to deliver a session we encourage a planning session with the speaker and a member of the teaching staff to ensure the content is appropriate and suitable for the age range of the children. All visitors are made aware of the policy and lessons are evaluated by staff.

Policy updated June 2016 by Hollie Davis and Gillian Watts

**This policy/document was reviewed by:**

**Signed** ..... **Date** .....

**Position** .....

**Signed** ..... **Date** .....

**Position** .....

**The next revision date is:**