

# Sex & Relationship



**Normand Croft** Community School

**An International Family of Learners**

**Reviewed By Governors** Autumn 2017

**Next review:** Summer 2019

## **1. Health, Safety & Wellbeing – our approach to teaching children about sex and relationship education [SRE]**

- a. This summary guidance is based on the H&F borough guidance 'Sex and Relationship Education Policy and curriculum guidance for schools 2009' and aims to ensure that we teach children about:
  - i. the physical development of their bodies as they grow into adults
  - ii. the way humans reproduce
  - iii. respect for their own bodies
  - iv. the importance of family life
  - v. moral questions
  - vi. relationship issues
  - vii. respect for the views of other people
  - viii. sex abuse, and what they should do if they are worried about any sexual matters
  
- b. We believe that SRE will improve learning through:
  - i. providing children with a safe and structured environment in which to learn about, discuss and explore these important issues
  - ii. teachers providing appropriate learning opportunities matched to the individual needs of all learners

## **2. At our school:**

- a. While we carry out the main sex education through our Personal, Social & Health Education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, in science and PE) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
  
- b. In PSHE we teach children about relationships, and we encourage children to discuss issues. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.
  
- c. In Science, in Key Stage 1 we teach children about the life cycle of animals, including humans. We also teach them about the main parts of the body.

- d. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.
- e. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with local Health professionals, such as the school nurse service, as appropriate. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- f. We inform all parents and carers of children in Year 5 & 6 in writing about the programme and invite them to discuss any concerns. We believe that all children benefit from SRE however recognise that parents have the right to request that children do not take part in this programme.
- g. The performance & Quality [P&Q] Committee of the governing body will monitor the impact of our SRE policy. This committee will report its findings and recommendations to the full governing body, as necessary. P&Q gives serious consideration to any comments from parents/carers about the SRE programme, and makes a record of all such comments.

### **3. Our Approach to SRE:**

- a. Our SRE approach is based on the DfES document Sex and Relationship Education Guidance (DfES 0116/2000) where sex education is defined as: *'learning about physical, moral and emotional development'*.
- b. The guidance states, *'It is about understanding 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'*.
- c. SRE forms part of a broader PSHE curriculum. When we inform children through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.
- d. We teach about sex in the context of the school's values-based approach.

While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the values which underpin all our work in school. At Normand Croft, SRE is taught in line with DfE guidance that states that:

- i.* SRE should be taught in the context of marriage and family life
- ii.* SRE is part of a wider process of social, personal, spiritual and moral education
- iii.* children should be taught to have respect for their own bodies
- iv.* children should learn about their responsibilities towards others, and be aware of the consequences of sexual activity
- v.* it is important to build positive relationships with others, involving trust and respect
- vi.* they learn to take responsibilities for their own actions and that these actions have consequences

#### **4. The role of parents**

- a. The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. To promote this objective we:
  - i.* inform parents about the school's sex education policy and practice
  - ii.* answer any questions that parents may have about the sex education of their child
  - iii.* take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school
  - iv.* inform 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
- b. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- c. **Parents have the right to withdraw their child from those parts of the sex education programme not in the National Curriculum.** If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the class 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.

## **5. Confidentiality**

- a. Teachers, and other health professionals, conduct sex education lessons in a sensitive manner. If a child makes a reference to being involved in sexual activity, then the teacher will take the reference seriously, deal with it as a matter of child protection and follow the school policy on this.

## **6. The role of the head teacher**

- a. It is the responsibility of the head teacher to ensure that both staff and parents are informed about the sex education policy, and that the policy is implemented effectively.
- b. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach SRE effectively, and handle any difficult issues with sensitivity.
- c. The Year 5 & 6 teachers liaise with external agencies regarding the SRE programme, and ensure that all adults who work with our children on these issues are aware of the school's SRE policy, and work within it.

## **Appendix 1:**

### **A proposed teaching sequence for SRE:**

#### **Reception**

- a) people in my life. What they do for me and what I do with them
- b) my moods - feeling happy, sad etc.
- c) friendships
- d) loss and mourning
- e) keeping safe - saying no
- f) my body and other people's bodies - similarities and differences
- g) the beginning of life - me, animals, plants
- h) growth in people, animals, plants
- i) ageing - how we know things are alive, dead, young, old.

#### **Key Stage 1**

- a) changes as we grow
- b) different types of families
- c) feelings in families (love, jealousy)
- d) what helps people to get on with each other
- e) what makes me happy
- f) keeping safe
- g) caring for myself - hygiene, sleep, exercise
- h) caring for others
- i) people who help me care for myself
- j) inside my body - the functions of different parts
- k) celebrations of birth, christening & marriage in different cultures
- l) things that go into my body that help (good food, and some drugs) and harm (some drugs, cigarette smoke, poisons)

#### **Lower Key Stage 2 (Years 3 & 4)**

- a) feelings - things which make me happy, sad, embarrassed, scared etc.
- b) coping with difficult situations - teasing, bullying
- c) changes in my own body and in those of others
- d) family trees
- e) keeping healthy - exercise, diet, the immune system
- f) friendship - who are our friends, how we make and lose them

- g) making decisions - influences on me
- h) keeping safe
- i) varied lifestyles in the class and community - differences in others and how we feel about differences

### **Upper Key Stage 2 (Years 5 & 6)**

- a) decision making, assessing risk, personal safety
- b) coping with peer pressure
- c) feelings about the future
- d) families and how they behave - what members expect of each other
- e) celebrations of birth, christening, puberty, marriage and death in different cultures
- f) expressing feelings and how we do this
- g) being assertive, not bullying
- h) differences and similarities in people
- i) sexuality - what is it and what words describe it
- j) body changes in me and others - why are they happening
- k) things that go into my body that help (good food, and some drugs) and harm (some drugs, cigarette smoke, poisons)
- l) messages about health and sexuality from television, films and newspapers