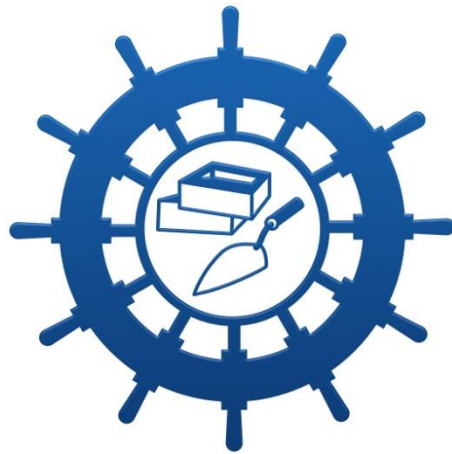


# VICTORIA DOCK PRIMARY SCHOOL

## SEX AND RELATIONSHIPS POLICY



*Working together for your children*

Date Written: Spring 2019

To Be Reviewed: Spring 2021

## **INTRODUCTION**

Sex and Relationship Guidance DfES 0116/2000

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)) identifies three main elements of sex and relationship education:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding

As such, this policy was developed in response to Sex and Relationships Education Guidance DfES 2000, The National Teenage Pregnancy Strategy and National Healthy Schools Programme.

Although schools cannot take responsibility for the conception rates, there are many factors that influence the behaviour of young people, however good quality sex and relationship education does contribute to pupil's ability to make responsible decisions. Sex and Relationship Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

## **MORAL VALUES AND FRAMEWORK**

Sex and relationship education will reflect the values and the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **AIMS AND OBJECTIVES FOR SEX AND RELATIONSHIP EDUCATION**

The aim of SRE 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. This should take place with consideration of the qualities of relationships within families.

At Victoria Dock Primary School, SRE is delivered through the school's PSHE programme alongside the science curriculum and promotes the principle of SRE being lifelong learning. Its aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationships with others.

The objectives of Sex and Relationship Education are;

- To provide knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge

- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

## **THE TEACHING PROGRAMME FOR SEX AND RELATIONSHIP EDUCATION LEGAL REQUIREMENTS**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### National Curriculum Science Key Stage 1

1. That animals including humans, move, feed, grow and use their senses and reproduce.
2. To recognise and compare the main external parts of the bodies of humans and reproduce.
3. That humans and animals can reproduce offspring and these grow into adults.
4. To recognise similarities and differences between themselves and others and differences between themselves and others and treat others with sensitivity.

### National Curriculum Science Key Stage 2

1. The life process common to humans and other animals include nutrition, growth and reproduction.
2. About the main stages of the human life cycle.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, or of being disadvantaged or looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below.

### Foundation

Children learn about the concepts of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which includes personal hygiene. In RE and citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **THE ORGANISATION OF SEX AND RELATIONSHIP EDUCATION**

**Claire Juggins** is the designated teacher with responsibility for coordinating sex and relationship education. Sex and relationship education is delivered through science, RE, PSHE, citizenship, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and roleplay. Sex and relationship education is usually delivered in mixed gender groups however there may be occasions where single gender groups are more appropriate and relevant.

Sex and relationship education is monitored and evaluated by Claire Juggins. As a result of this process changes will be made to the SRE programmes as appropriate.

## **PARENTAL CONSULTATION**

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss any concerns with the class teacher.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders, and alternative work would be set. However this rarely happens; by working in partnership with parents they recognise the importance of this aspect of their child's education.

## **CHILD PROTECTION/CONFIDENTIALITY**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and what is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the designated child protection person in school (Claire Juggins) 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:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti-Bullying

These policies can be found on our website or alternatively a hard copy can be made available on request.

## **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 an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## **USE OF VISITORS**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

### **CHILDREN WITH SPECIAL NEEDS**

Teaching and resources will be differentiated as appropriate to address the needs of these 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 school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents.

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

This policy document is placed on the school website following approval by the full governing body.

SRE issues will be included in the induction programme for all new members of staff.