

Cutnall Green First School

Sex and Relationship Education Policy

1 - INTRODUCTION

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about 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.

At Cutnall Green we believe that sex and relationship education should be developmental. It will prepare pupils for further work at school, and will work towards partnership with parents. At no stage do we teach children explicit sexual terms other than to use the correct body part names during science.

2 – AIMS AND OBJECTIVES

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 will take place with consideration of the qualities of relationships within families.

The Governing Body and Head of School have consulted with Staff, in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

Aims of SRE:

- To develop pupils' skills for a healthier safer lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To help pupils understand the importance of respecting others;
- To help pupils realise that they need to be responsible for their own actions;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.
- To provide a description of how SRE is delivered, monitored and evaluated in the school;

3 – VALUES OF SRE

As part of sex and relationship education, pupils should be taught about the nature and importance of relationships and that in today's society they are varied. E.g. marriage, civil partnerships, co-habiting, partnerships of different or same sex relationships. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

4 – LEARNING OUTCOMES FOR SRE WITHIN CUTNALL GREEN – KEY STAGE 1

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

ages 4-5

- People in my life. What they do for me and what I do for them;
- My moods- feeling happy, sad and so on;
- Friendships/Relationships
- Loss and mourning (eg pet, person)
- Keeping safe - danger I might come up against. Saying no;
- My body and other people's bodies - similarities and differences;
- The beginning of life - me, animals, plants;
- Ageing - how we know things are alive, dead, young, old;

ages 6-7

- Changes as we grow;
- Different types of families;
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. listening/sharing)
- What makes me happy;
- What I like or don't like about other people;
- Keeping safe;
- Caring for myself; - hygiene, sleep, exercise, food;
- People who help me to care for myself;
- Inside my body - the functions of different parts;

5 - LEARNING OUTCOMES FOR SRE WITHIN CUTNALL GREEN – KEY STAGE 2

By the end of Key Stage 2 pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotional changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgments and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well being. They will also have considered different types of relationship (*for example marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example listening, supporting, caring*).

ages 8-9

- Feelings - things which make me happy, sad embarrassed, scared etc;
- Difficult situations - e.g. teasing and bullying
- Changes in my own body and in those of others;
- Family trees
- Keeping healthy - exercise, diet, grooming, the immune system;
- Friendship - who our friends are; how we make and loose friends;
- Making decisions - influences on me;
- Keeping safe;
- Varied lifestyles in the class and community - differences in others

6 - THE ORGANISATION AND DELIVERY OF SEX AND RELATIONSHIP EDUCATION

SRE is co-ordinated by our PSHE lead and is taught to all children in the school at the appropriate level within PSHE and Circle Time at Key Stages 1 and 2. Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within RE.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of small group work, partner work, media, discussion, drama and role-play.

Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and children are encouraged to reflect on their learning. 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. The programme content has been agreed in consultation with governors and teaching staff.

7 - TERMINOLOGY

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. (See Appendix 1)

8 – ADDITIONAL INFORMATION**Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. 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. This may involve referring the child back to their parent/carer, school health advisor/school nurse or seeking advice from the PSHE coordinator or SMT.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of sex and relationship education.

Monitoring and evaluation of SRE

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms. Parents' views are invited at parents' evenings and by feedback forms. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

Withdrawal of students from sex and relationship education and complaints procedure

The school includes information on sex and relationship education on the school website and full details are available on request. A copy of the policy can also be downloaded from the school website.

Parents are informed of their legal right to withdraw their child from SRE. Any parent wishing to withdraw their child is encouraged to make an appointment with a member of the SLT to discuss the matter. Children cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Equal opportunities

All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention that 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.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance. The staff member will inform the Head Teacher/ Head of School / Designated Child Protection person in line with our procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

This policy has been written in consultation with governors, staff and pupils.

Policy written: July 2015

Agreed by Governors:

Review date: July 2017

APPENDIX 1 – SPECIFIC VOCABULARY AND TERMINOLOGY

It has been acknowledged by 'SRE for Primary Aged Children' 2002 the importance of using agreed, 'scientific' terms when describing parts of the body:

'Children are often confused in their understanding of their bodies and how they work. It is important that teachers use the correct terms. Family names or common names can be acknowledged, but it is good practice to use the scientific terms. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.'

Age 3-5 years

happy pleased calm sad	grumpy cross run jump	hop swim growing up baby	child skills responsibility change	discover size shape hands	head hair body teeth	Familiar terms for private parts will be acknowledged e.g. willy, fairy,
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Age 5-7 years

male female girl boy man	woman baby child teenager adult	birth death same similar different	unique special stomach chest arms	legs hands feet penis vagina	testicles bottom	Familiar terms for private parts will be acknowledged but scientific term will be used.
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Age 7-9 years

hygiene toiletries bacteria germs	infection breast nipples anus	womb uterus scrotum testes	testicles ovaries periods fallopian tubes	penis vagina love puberty	responsibility relationships independence dependent	Familiar terms for private parts will be acknowledged but scientific term will be used.
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