

FURZEDOWN

SEX & RELATIONSHIP (SRE) POLICY

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INTRODUCTION

Governors have agreed to include sex education in our curriculum as part of the health education programme because:

- a) SRE is defined as 'learning about physical, moral and educational development. The guidance states 'it is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.
- b) SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils about sex and relationships issues in a way that allows children to ask and explore moral questions.
- c) By the time children reach primary schools many are equipped with a range of attitudes and information regarding sexuality and relationships. Some of this information might not be accurate or helpful to the child.
- d) Not all parents are confident about answering questions without embarrassment.
- e) Teachers are in an ideal situation, with a wealth of resources at hand to help a child understand growth and development.

AIMS

National guidance from the government advises schools on the themes that should be covered. SRE should support young people through their physical and emotional development.

This underpins our aims and objectives of our SRE program which are to:

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century;
- present a range of different family groups including families with same sex couples including same sex parents.
- create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work closely with parents, carers and governors in the dissemination of information on SRE and develop a partnership approach thus ensuring that all pupils receive the best SRE;

- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience;
- For the children to understand changes of adolescent and puberty.
- To explore similarities and differences.
- To give the opportunity for children ask questions and take part in discussions related to sexual matters.
- Children to share information confidentially if necessary.

Sex education here is carried out in the context of Personal, Social, Citizenship and Health Education which is a planned but flexible programme through which the children learn in a gradual way about change, growth and development.

UNICEF Articles:

- 12 - respect the views of the child
- 13 – freedom of expression
- 16 – right to privacy
- 18 – parental responsibility and state assistance
- 19 – protection from violence, abuse and neglect
- 24 – health and health services
- 34 – sexual exploitation
- 35 – abduction, sale and trafficking
- 36 – other forms of exploitation
- 37 – inhumane treatment and detention
- 39 – recovery from trauma and reintegration

IMPLEMENTATION

In accordance with the principles of the Equality Act 2010, we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, cultural heritage, disability, sexuality, language needs or special needs. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all children. We use an inclusive, whole school approach to ensure SRE can be accessed in an age-appropriate way throughout a child’s school career.

1. Initially in whole group – year 5 and 6.
2. Teach children that there are different types of families, all of which have equal value;
3. Teach children about sexual abuse and what they should do if they are worried about any sexual matters.
4. Teach about the parts of the body including the private parts and inappropriate touching.
5. Teach how to manage puberty when it happens, how babies are made in the context of an adult sexual relationship. We always teach this with due guard for the emotional development of the children.
6. To be covered at level appropriate to their understanding using precise vocabulary.
7. Opportunity to discuss in single sex group.
8. Teachers to answer all questions with sensitivity and care.

9. Parents are informed when this takes place and have the right to withdraw their children.
10. Parents are informed about the best practice known with regard to SRE, so that teaching in school supports the key messages that parents and carers give to children at home.
11. Make the SRE resources used in our lessons available for viewing.
12. We encourage valued members of the community eg. school nurse to provide advice and support with our SRE programme.
13. Teachers conduct lessons in a sensitive manner and in confidence. However if a child makes reference to any involvement in sexual activity the teacher will deal with it as matter of safeguarding/ child protection. Teachers will respond in a similar way if a child indicates that they may have been victim of abuse, including FGM.

In focusing on certain elements of science and health related topics, particular concepts are highlighted and reinforced continually throughout the curriculum.

These concepts include;

- a) Similarities and differences between individuals (in general terms, not purely in a sexual sense).
- b) Changes due to maturity within the individual himself/herself.
- c) Change and development of living things around them.

It is within this framework that children can begin to develop an understanding of themselves and others and within that same framework sex education can be introduced, once again reinforcing the concept of similarity and difference (between the sexes in this context) and the concept of change in terms of sexual development.

In short, we do not view sex education as being taught in isolation but as one aspect of a much wider Health Education programme which will have been gradually built upon throughout the child's earlier years.

Of course, situations do arise when children ask questions regarding sexual matters. In these cases questions are answered honestly, obviously paying careful regard to the child's ability to understand. We would use correct terminology in answering these questions.

Parents are informed when this will take place and invited to contact us with queries. Inform parents about the best practice known with regard to SRE, so that teaching in school supports the key messages that parents and carers give to children at home.

Make the SRE resources used in our lessons available for viewing.

As reflected in the general Health Education programme the idea of change through development and growth is promoted.

Parents /carers have the right to withdraw their child/ren from SRE lessons that are **not** part of the statutory science curriculum.

National Curriculum Science - Key Stage 1

- Children should be taught that animals including humans move feed grow, use their senses and reproduce.
- Children should recognise and name the main external parts of the human body

- Children should know that animals including, humans can produce offspring and these grow into adults.
- Children should recognise similarities and differences between themselves and others and treat others with sensitivity.
- Year 2 should describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Key Stage 2

- Children should know the life processes common to humans including nutrition, growth and reproduction.
- Children should be able to describe the main stages of the human life cycle.
- Children should know about the physical and emotional changes that take place during puberty.
- Children should be taught about the human reproductive cycle including the menstrual cycle and fertilisation.
- Year 6 should recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

MONITORING AND ASSESSMENT

- Through observations/discussion with children.
- Evidence of understanding through questioning.
- Mind maps.
- Opportunities to record physical and emotional changes.
- The Curriculum Committee of the governing body is responsible for monitoring the delivery of our SRE policy.

PERFORMANCE

- Sensible attitudes to sex education, less misinformation.
- Children asking sensible questions at appropriate times.

Whilst both boys and girls should know about the physical changes which affect both, we aim that in collaboration with parents, girls in year 5 are adequately prepared for menstruation in a single sex group and that they are introduced to the importance of the correct use of pads and tampons and the importance of changing them frequently.

We, as a staff consider sex education to be an important aspect of health education and would welcome support and suggestions into how we can improve our programme.