



Chapelford Village Primary School

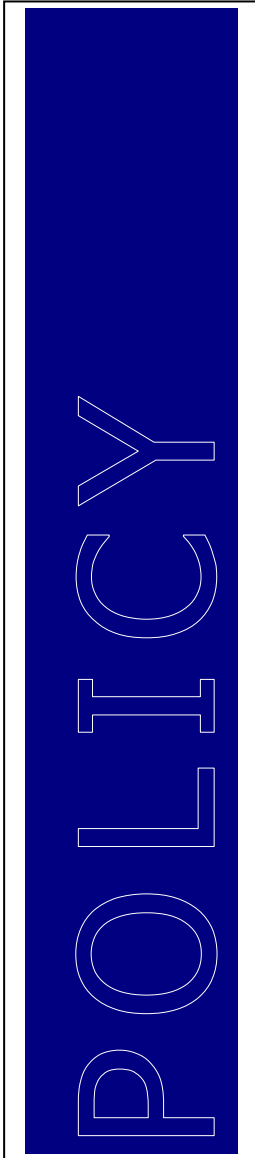
Sex and Relationship Policy

Linked Policies

- Science
- PSHE
- Equality
- SMSC
- Health & Safety
- Safeguarding

-
- Learn*
 - Achieve*
 - Respect*

Chapelford Village Primary School
 Santa Rosa Boulevard
 Warrington
 WA5 3AL
 Telephone: 01925 712554
 Email: Chapelford_admin@warrington.gov.uk



DOCUMENT STATUS

Version	Date	Action
1	April 2016	New Document adopted by Full Governing Body
2	Sept 2018	Reviewed by Full Governing Body

Ratified by governors on 26.5.16

Chair of Governors

Head Teacher

Mission Statement

We are a learning family with high expectations, working together in partnership, embracing and developing individual talents and inspiring the personal growth of our family members. Through a creative approach where enjoyment is key, we encourage everyone to learn, achieve and respect.

Vision Statement



An exceptional school, recognised for inspiring and challenging individuals to achieve their dreams. Our families are instrumental in developing a lifelong love of learning. We will be respectful, happy and healthy citizens of the future.

Introduction

We have based our school's Sex and relationships policy (SRE) on the DfE guidance document 'Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document SRE is defined as; 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.

Definition

Sex education is a lifelong process whereby children and young people acquire knowledge, understanding and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. It is about understanding the importance for family life of stable and loving relationships and of marriage. It is also about the teaching of sex, sexuality and sexual health. Sex education is not a means of promoting any form of sexual orientation.

Sex and relationship education will be delivered through the school's PSHE curriculum which reflect the school's ethos and encourage an exploration of morals, values and attitudes. It will be specifically taught as part of the core value: Reflection.

SRE Policy Aims

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. SRE 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;
- 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 prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

Values Framework

At Chapelford Village Primary School, SRE is part of our PSHE and Science curriculum. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility. We acknowledge that our children will come from a variety of home backgrounds and situations. All children and families have the right to privacy, respect and acceptance and our approach will be non-judgemental and respectful.

The idea that sexual relationships constitute an integral part of the life of a stable, loving couple are taught. Additionally, as a Stonewall School Champion, we will also discuss 'Different Families - Same Love'. All teachers will be sensitive to the religious and moral beliefs of themselves and their class when considering how to approach this area of SRE.

The SRE guidance (DfEE 2000) states that; "teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions, offer support, and be able to deal with homophobic [biphobia and transphobic] bullying."

All those who teach aspects of SRE within school (substantive class teachers only), 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 children 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

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education at Chapelford Village Primary School.

The key aims of sex education are to:

- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience throughout their formative years and into adulthood at an age related level;
- Develop understanding about the way living things reproduce;
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage;
- Provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;

- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- Provide opportunities for young people to consider and reflect upon the range of attitudes to gender, sexuality, relationships and family life;
- Raise awareness of inappropriate relationships (sex abuse) and what pupils should do if they are worried about any sexual matters.

The organisation of Sex and Relationship Education

SRE is taught within the PSHE programme in EYFS, Key Stages 1 and 2. Biological aspects of SRE are taught within the Science curriculum. 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, media, discussion, case studies, 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 delivered in mixed gender groups. The programme content has been agreed in consultation with governors, parents and teaching staff.

Books, internet and DVD programmes will be used to support the curriculum (See Appendix 3 for full list). Parents will be invited to view these resources should they wish to at the Annual Spring Term Y5/6 SRE Information Session. Refer to Scheme of Work for a full list of resources.

Use of visitors

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

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

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.

Dealing with difficult questions

During SRE lessons children may ask questions about topics which are not specifically taught as part of the planned programme. The teacher should decide whether:

1. To answer the question right away.
2. To ask the child to wait for the answer until the class has been dismissed.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy because there is a child protection issue.

As a general rule, if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away.

All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why.

This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the child's class teacher or a member of the Senior Leadership Team.

Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the head-teacher/ Designated Senior Person (DSL) in line with the LA procedures for child protection.

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.

Withdrawal of students from sex and relationship education and complaints procedure

The school will inform parents/carers when aspects of the sex and relationship education programme are taught - this will be done through the class half termly letter and will provide opportunities for parents/carers to view the videos and resources being used.

Parents are informed of their legal right to withdraw their child from SRE if below the age of 11 at the Spring Term information session. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head-teacher to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Head-teacher.

Equal opportunities

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

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 and in line with the current PROUD to be Kind and Caring Policy.

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.

The staff member will inform the Head Teacher /Designated Senior Person (DSL) in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Consultation process:

In the development of this policy the parent forum were consulted and parents annually consulted in 5/6 through the parent workshop on SRE. Staff and Governors were given a copy of the draft policy and consulted on any amendments that were required.

Arrangement for Monitoring and Evaluation

This policy is to be reviewed every 2 years and provision of teaching, learning and provision will form part of the schools PHSE leads and monitoring, evaluation and review programme each term.

Related Policies

- PHSE
- E-Safety for Children
- Child protection
- Confidentiality
- Behaviour
- Anti-Bullying Policy

Appendix 1 - Learning Outcomes

By the end of EYFS, pupils will know and understand:

- The need to have respect for themselves and others
- Why families are special and different
- The names of body parts
- How to be healthy and hygienic

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the bodies. *
- Recognise similarities and differences between themselves and others.
- Treat others with sensitivity. *
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they uncomfortable or at risk.

Pupils in Key Stage 1 will know and understand:

- That animals, including humans, grow and reproduce. *
- That humans and animals can produce offspring and these grow into adults.*
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are similar and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including names for sexual parts.*
- Why families are special for caring and sharing.

Pupils in Key Stage 1 will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2 pupils will be able to:

- Express opinions, for example, about relationships and bullying Listen to, and support others, including managing friendship problems.
- Respect other people's viewpoints and beliefs. • Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of new situations, such as seeking out new friends.
- Form opinions that they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- See things from other people's viewpoints, for example their parents and carers.
- Discuss moral questions.
- Recognise and challenge stereotypes, for example, in relation to gender.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils in Key Stage 2 will know and understand:

- That the life processes common to humans and other animals include growth and reproduction. *
- About the main stages of the human life cycle. *
- That safe routines can stop the spread of viruses including HIV.

- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and are able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About, and accept, a wide range of different family arrangement.

Pupils in Key Stage 2 will have considered:

- The diversity of lifestyles, values and customs in the school and in the community.
- Others' points of view, including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The need for trust and love in established relationships.

Those statements marked with an asterisk (*) are part of the National Curriculum Science requirements and are therefore, statutory

Appendix 2 – Curriculum Overview

Year Group	Topic	Suggested number of activities	Suggested time per activity
EYFS	Myself and Others Family Networks Body Awareness Hygiene	6 6 7 6	20-35mins " " " " " "
1	Myself and Others Body Parts Family Friendships Choices	6 5 5 6 6	20-35mins " " " " " " " "
2	Body Development Looking after the Body Safety* Secrets*	6 5 6 6	20-35mins " " " " 30-60mins
3	Self Esteem* Differences and Similarities Decision making Safety	5 6 5 6	20-35mins " " " " " "
4	Emotions Change Assertiveness	7 5 6	20-35mins " " " "
5	Relationships Support Networks Puberty and Hygiene (statutory Science unit) * Reproduction and pregnancy (statutory Science unit) *	6 6 7 5	10-45mins " " 10-60mins " "
6	Resolving conflict in Relationships Taking risks Stereo typing HIV	6 6 5 5	10-45mins " " " " " "

- All activities must be taught

Appendix 3 - List of Resources

Books

I Feel Angry by Brian Moses and Mike Gordon
Grace and Family by Mary Hoffman and Caroline Binch
The Smelly Book by Babette Cole
The Rainbow Fish by Marcus Pfister
Mummy Laid an Egg by Babette Cole
But Martin! By June Counsel
Hair in Funny Places by Babette Cole
The Pregnancy Book - NHS

Videos/DVDs

Can You Keep a Secret (book and video) by Simon Firth
Some of your Bits Ain't Nice (YouTube clip)

Others

Items for touching, e.g. cotton wool, rice, teddy bear.
Naked baby boy and girl pictures or dolls
SEAL photo packs
Glitter
Wrapped Sweets (non-nut and non-gelatine)
Question Box
Pictures of male and female reproductive systems