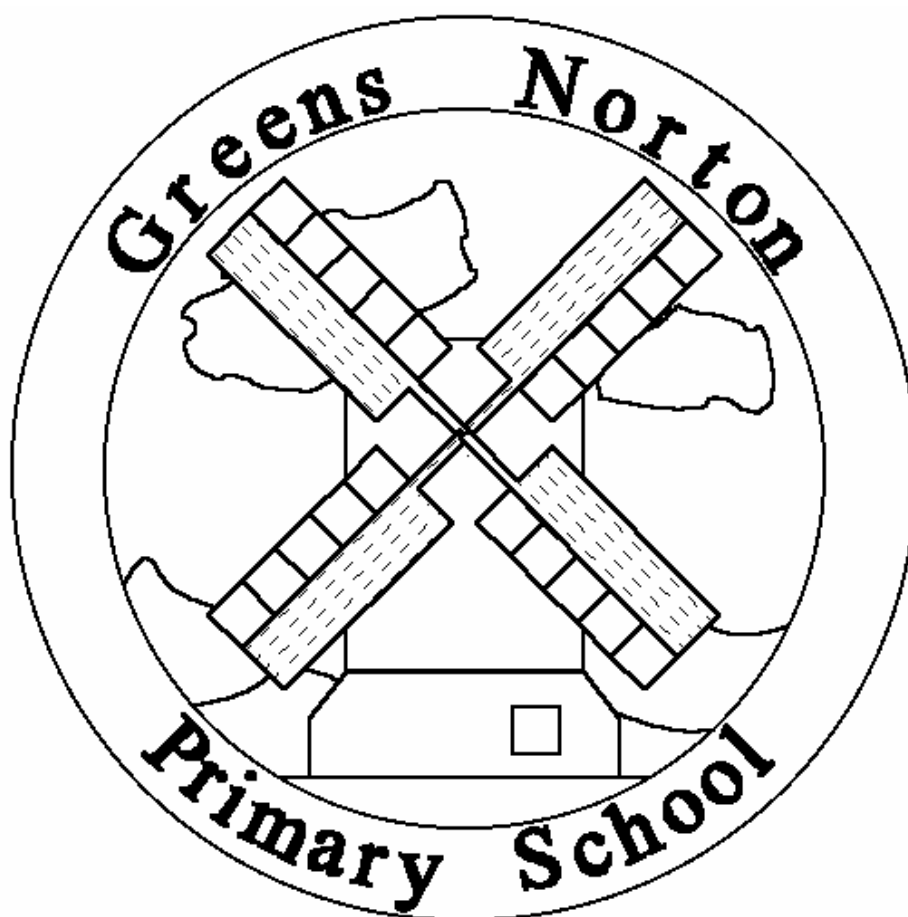


Greens Norton C of E Primary School



Sex and Relationships Education Policy

'In our school everyone can join in with everything we offer'

Approved by

David Ward,
Chair of Governors

Jan Pickering
Head Teacher

Ratified on: 13th May 2010
To be reviewed: May 2011

Policy for Sex and Relationships Education

Background to the Policy

At Greens Norton Primary School sex education in our school will be part of the whole school curriculum.

Sex education in our school will fulfil the requirements of the Education Reform Act 1988 that the school should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and within society; and
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

The school will work towards this aim in partnership with parents taking account of any cultural differences within our school community which may impact on Sex and Relationships Education.

1 Aims and objectives

- to help and support young people through their physical, emotional and moral development
- to encourage an understanding of the moral framework within which all personal relationships should ideally take place
- to generate within the school an atmosphere where questions about sexuality and reproduction can be answered without embarrassment
- to elucidate the nature of human reproduction in gradually increasing detail appropriate to the age/development of the child
- to aid communication about forthcoming pubertal changes and provide reassurance that bodily changes, physical, emotional and social are normal
- to help the children to understand that they have rights and should have control over who touches their bodies
- to help young people to respect themselves and others
- to help young people move with confidence from childhood through adolescence and into adulthood

2 Implementation

The sex and relationships education programme will:

- provide accurate information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and attitudes;
- be taught in the context of relationships
- help children to develop skills and attitudes which enable them to understand difference and prevent prejudice

Units of work and themes will be repeated from year to year in greater depth. The content of our sex education programme is based on the HEA Primary Project for health education, the Family Planning Association's Sex Education: Why, What and How? and materials and advice from LASI.

2.1 Foundation Stage

The Early Learning Goals for PSE include:

- respond to significant experiences, showing a range of feelings when appropriate
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- have a developing respect for their own cultures and beliefs and those of other people
- form good relationships with adults and peers
- work as part of a group or class, taking turns and sharing fairly,
- understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect

The following aspects of learning will be taught through the **Science** curriculum

2.2 Key Stage 1

The Programme of Study includes:

- that animals including humans move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

2.3 Key Stage 2

The Programme of Study includes:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

The above aspects will be taught alongside the elements in section 4 at an age appropriate level.

3. The contribution of Sex and Relationships education to teaching in other curriculum areas using key skills

Personal, Social and Health Education (PSHE) and Citizenship (key skill improving our own learning and performance and working with others)

The non-statutory Personal, Social and Health Education framework is used to support the teaching of Sex and Relationships Education at each Key Stage.

There are three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

4 Sex and Relationships Curriculum Planning

Sex education is part of the school's Personal Social and Health Education programme (PSHE) which also includes issues related to drugs, alcohol, smoking, healthy living and lifestyles. Certain aspects of the National Curriculum Science programme of study also cover issues relating to sex education.

The PSHE curriculum will be delivered through:

- specific units of work or topics
- planned aspects of Science;
- integrated multi-disciplinary units of work
- circle Times
- themes in collective worship
- visits from outside agencies and speakers- NCT, school nurse, The Life Education Centre
- through story
- Primary Strategy SEAL Programme (Social and Emotional Aspects of Learning)
- protective Behaviours

A range of teaching and learning strategies will be employed. In years 5 and 6 specific teaching in sex education will sometimes be in gender groups as deemed appropriate. Parents will be informed when this unit of work is being delivered and will be given the opportunity to view the resources (See letter in appendix A). Twice throughout Key Stage 2, sex education will be taught as part of the 'Healthy Living' Qualifications and Curriculum Association (QCA) unit of work. At this stage the unit of work includes some compulsory elements contained in the Science programme of study within the National Curriculum. The most recent Education Act gives parents the right to withdraw their child from the additional non-compulsory aspects of this unit.

In the early primary school years the education about relationships need to focus on friendships, bullying and the building of self-esteem.

Planned programmes will be tailored to the age and physical and emotional maturity of the children.

Teachers will be the main providers of Sex and Relationships Education. Where external contributors are used they will plan together with teachers and will be properly vetted before the planned sessions.

5 Inclusion

5.1 At our school we teach Sex and Relationships Education to all children, whatever their ability. Sex and Relationships Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Sex and Relationships Education we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Opportunity will be found for more able children to extend their Sex and Relationships Education understanding.

5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. For some children the ideas and content may be simplified to ensure understanding for personal safety.

5.3 We enable pupils to have access to the full range of activities involved in learning about Sex and Relationships Education. Where children are to participate in activities outside the classroom, for example, a trip to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

Assessment of understanding will be in accordance with the school's assessment policy. Reference to Sex and Relationships education may be made during parent and teacher interviews and in a pupil's annual report within the section for PSHE . Schools are not required to make a formal report on Sex and Relationships education.

7 Resources

A variety of resources to support Sex and Relationships Education are stored centrally in labeled boxes in the mobile classroom. The library has some books for teachers and pupils to study. The Healthy Schools team has a useful website and is available for help and support.

8 Monitoring and review

The implementation of this policy is the responsibility of all teaching staff. Monitoring of the standards of children's work and of the quality of teaching in Sex and Relationships Education is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of Sex and Relationships, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PSHE subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

9. Roles and Responsibilities

9.1 The role of the Co-ordinator

It is the responsibility of the PSHE Co-ordinator to:

- write and update the curriculum policy for Sex and Relationships Education ;

- produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for Sex and Relationships Education ;
- monitor and review medium-term plans for Sex and Relationships Education to ensure progression;
- aid colleagues with the planning and delivery of lessons when required;
- monitor and review standards of Sex and Relationships Education teaching through e.g. lesson observations, coaching techniques;
- produce an annual report reflecting on the standards of provision for Sex and Relationships Education and to set targets accordingly;
- review and order resources to enable the delivery of the Sex and Relationships Education curriculum.

9.2 The role of governors and parents

- the school will work in partnership with parents, consulting them regularly about the content of Sex and Relationships education through e.g. A Sex and Relationships Education awareness evening
- the teaching and learning governor sub-committee will have responsibility for ensuring that the Sex and Relationships Policy is adhered to and is reviewed at least every three years

10 Health and Safety

10.1 Confidentiality

All matters relating to Child Protection are confidential and the Head Teacher/ Designated Teacher will disclose any such information on a need-to-know basis only. Please refer to our Child Protection Policy for further information on dealing with disclosure.

Staff do need to be aware, however, that they have a professional responsibility to share information about the protection of children with other agencies.

Staff, governors and volunteers cannot keep secrets and must refer disclosed information to the appropriate agencies. (Northamptonshire, Social Care and Health on 01327 300567, ask for the Duty Social Worker).

Appendix A – letter to parents

Dear Parents

As part of their Science/Health Education work this half term, and in line with school policy, we give our Year 5 & 6 children the opportunity of having sex education lessons. We will begin each lesson by watching a video covering all the issues connected with the gradual physical changes that occur during puberty, the conception of a baby, pregnancy and birth. After the programmes we will discuss the content with the children in two small groups.

I would emphasise that the programmes have been made with great care and do portray the issues extremely well by following a family through the pregnancy and birth of their child. It is a loving, caring family relationship.

However, I do appreciate that you may prefer to provide sex education for your child yourself and would therefore not wish your child to be included in this unit of work. In view of this I would be grateful if you would complete the reply slip below and please return it to Mrs Stephens by *next* Friday morning, the 6th March.

If you have any questions or concerns then please feel free to discuss these with us.

Yours sincerely

Mr N Gilbey
Class Teacher

Mrs J Pickering
Headteacher

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Health Education

I do/do not wish my childto be included in the sex education lessons.

Signed Parent/Guardian