



SEX & RELATIONSHIPS EDUCATION

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Section 1 – Aims

We believe that sex and health education is important in guiding pupils to a full understanding of themselves and others, and helps them to develop fulfilling relationships. It requires careful, sensitive treatment and should encourage pupils to have due regard for moral considerations and the value of family life. (Section 46 of Education Act (No.2) 1986)

We consider the morals of Sex and Relationships Education to be:

- responsibility for self and others
- caring for and respecting one another
- positive self awareness

We consider family life to be:

- a safe and caring environment where everybody is supporting one another.
- members of the family may live together or apart and every family will have different values.

Appropriate and responsible sex and health education should prepare pupils for adult life. To achieve this aim we:

- develop children's knowledge and understanding about growth and development and human reproduction.
- foster children's self-esteem, self-awareness and a sense of moral responsibility.
- enable children to become aware of and develop the skills and strategies to avoid and resist unwanted sexual experience.
- encourage children's exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

Section 2 - Approach

2.a. The Curriculum – What is taught at Southway and how is it organised?

Sex and Relationships Education taught in primary school is determined by aspects of the statutory National Curriculum for Science and aspects of the non-statutory national curriculum for PSHCE. The relevant sections of the National Curriculum are as follows:

PSHCE

Core Theme 1: Health and wellbeing

12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
18. how their body will, and emotions may, change as they approach and move through puberty
19. about human reproduction

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20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Core Theme 2: Relationships

4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,

5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

Science

- describe the changes as humans develop to old age.

2.b. Southway SRE Curriculum Overview

Year 3	Year 4	Year 5	Year 6
Positive & negative feelings Recognising & dealing with our own feelings and others'	Feelings & worries How to deal with feelings we cannot explain.	Controlling our emotions How our feelings can affect others	Self Esteem Body image, positive qualities in ourselves & others
Friendship Supporting friends, dealing with problems	Family relationships Respecting others' views, getting along together	Different types of families Diversity of lifestyles & family units	Relationships Relationships with parents, friends, peers, attraction, love
Keeping Safe Rights over our bodies. Respect for others	Staying Safe Safe / unsafe people. Dealing with strangers	Choices Making grown-up decisions, consequences of our actions	Puberty Reviewing physical & emotional changes
Differences Babies & childhood development	Differences Body parts – male & female	Puberty Body parts & changes, personal hygiene	How babies are made Conception, why people have children
The Human Lifecycle The main stages (baby, child, adult etc) & main differences	Changes From child to adult	Puberty Puberty & boys. Puberty & girls	How babies are born Preparing for a baby, pregnancy & birth

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2.c. Staffing

SRE should be taught by class teachers, due to their knowledge of, and strong relationships with the children. In the event of single gender lessons being taught, these will generally be led by a teacher of the same gender as the children, which may involve teachers from other year groups assisting in the delivery of the curriculum.

2.d. Teaching and Learning

SRE lessons are taught as discrete lessons, take place as part of the PSHCE / Science curriculum and usually happens during the summer term.

The teaching methods employed within Sex and Relationships Education are as significant as the content of the programme. It is important for teachers to create an atmosphere in which pupils:

- feel comfortable, trusted and supported
- feel able to contribute and express their feelings
- can use language as a tool of exploration
- support each other

In order to establish this atmosphere, prior to teaching SRE in each year group, teachers should first establish ground rules with their classes, which may include the following:

- Listening sensibly to others
- Using the correct terminology for body parts
- Not asking personal questions, or relating personal anecdotes
- Asking sensible questions
- Keeping conversations about issues relating to SRE in the classroom, not the playground

Pupils are encouraged to work in a variety of ways including: debating, playwriting, role play, discussion, case studies.

Resources used include displays, television, films and/or DVDs and visitors may come to talk to the children. Lessons may also feature Q&A session using an anonymous question box. The main film resources used at Southway include the C4 DVD 'Living and Growing' and the BBC DVD 'Growing up'. It may be appropriate to include occasions when single sex groups have an opportunity to explore issues which may be particularly sensitive.

We are committed to working towards equality of opportunity in all aspects of school life. Both the policy and teaching programme should be appropriate and inclusive of all pupils, regardless of sex, culture, religion, special educational needs and learning difficulties.

2.e. Responding to Questions

Teachers are encouraged to respond to children's questions when appropriate. Open questioning will be used to determine the exact nature of the question and teachers will use professional discretion to ensure that the response is appropriate to the maturity of the child. Consideration will also be given to whether a

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whole class, group or individual response is required. When responding to more sensitive questions the following can be used as guidance.

- homosexuality involves having a sexual relationship with somebody of the same sex.
- standard hygiene precautions will be encouraged to ensure protection from all diseases and viruses.
- HIV/Aids is a virus which enters the body and kills the "germ busters" which normally break down disease.

Teachers use their professional discretion when considering the appropriateness of informing parents of particular questions.

2.f. Child Protection

Although a trusted and comfortable atmosphere should be created, teachers cannot guarantee confidentiality. If a teacher has any concerns about a pupil they should make these known to the Child Protection Officers (Headteacher, SENDCo and Deputy Headteacher). See relevant policy on Child Protection for further details.

2.g. Working with Parents and Carers

- Parents, carers and babies are a valuable resource in classrooms and younger children can provide a visual aspect of knowledge and understanding.
- Parents and carers are invited in to all groups (prior to SRE beginning) to review support materials.
- Parents and carers have the right to withdraw their child from all or part of the Sex Education Programme except those deemed as National Curriculum Science. They should make such a request to the Headteacher. If parents have any concerns about the Sex Education Programme they should direct these to the Headteacher.

Section 3 - Is it working?

We monitor the impact of the SRE policy through formal and informal means and through feedback from governors, colleagues, children and parents. The SRE policy is reviewed on a bi-annual basis.

Class teachers and year group teams have a responsibility to evaluate the effectiveness of the SRE programme in their year group and, in consultation with the SRE subject leader, make changes and improvements as appropriate, in line with the aims of the policy as described above.

Key questions for teachers to consider when assessing the impact of the SRE programme are:

- To what extent do the children understand the physical and emotional changes that happen as we grow up?
- Do children feel confident in themselves and are they able to discuss their feelings?
- Do children have the skills and strategies to make good choices?
- Are children aware of, and considerate towards, the feelings of others and can they cooperate in groups?

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Appendix 1 – The Legal Position and Guidelines

The government is currently reviewing the primary curriculum; however, the status of SRE has not changed at present. Therefore, the most up to date legislation is contained within the **Education Act (1996)** and the **Learning and Skills Act (2000)**.

'The governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.'

Education Reform Act 1996

'The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools.....(see 'Sex and Relationship Education Guidance' DfES-0116-2000 SRE)....governing bodies and head teachers must have regard to the Secretary of State's guidance'

Learning and Skills Act 2000

35. *Governing bodies and headteachers of maintained schools providing primary education must decide whether sex and relationship education (SRE), beyond that set out in the statutory National Curriculum for science, should be included in their school's curriculum and, if so, what it should consist of and how it should be organised. They must keep a written record of their decisions. Schools should consult parents about their SRE programmes.*

From: Guide to the law for school governors – DfE website

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of SRE is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'

(from 'Sex and Relationship Education Guidance' DfES-0116-2000 SRE)

Appendix 2 – The Consultation Process

This policy was rigorously reviewed following a consultation process in the Spring and Summer terms of 2012. The process included a consultation meeting with parents as well as a presentation of the provisional curriculum to parents before a final agreement and trial in Summer 2012.

As a result the policy has not been fundamentally changed during this time, but relevant references to the new curriculum have been updated as have staff changes.

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