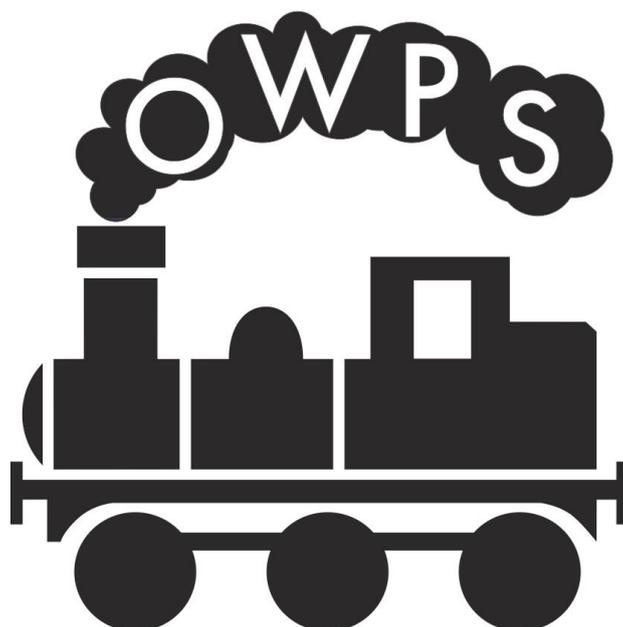


# Orton Wistow Primary School



## Sex and Relationships Education Policy

Status	Statutory
GB Monitor	Performance and Standards
Staff Lead	PSHE Lead
Senior Lead	DH
Version	FINAL
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Date Agreed:	
Headteacher:	
Chair of Governors:	

### **Our beliefs**

Sex and Relationship Education is a lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools programme in conjunction with parents/carers, governors, staff school nurse and the Local Authority. It also reflects recommendations from OfSTED.

### **Philosophy**

In Orton Wistow Primary School we believe that Sex and Relationship Education should:

- Be an integral part of the lifelong learning process acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people. We take into account difference and diversity when delivering SRE as well as learning needs, family circumstances, race, culture, religion and gender as these all effect access to SRE.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Encourage students and teachers to share and respect each other's views. To encourage the important values of love, respect and care for each other.
- Generate an atmosphere where questions and discussions on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their young people about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- SRE is most effective when provided as part of the young people's social and emotional development and therefore is firmly rooted in, and forms part of, our personal, social and health education (PSHE).

### **Introduction**

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Child Protection, Science, Confidentiality, Behaviour, Anti-bullying, Inclusion, Equality, Staff Health and Well-being and Healthy Schools.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE.

### **Our Aims for SRE**

The aim of Sex and Relationship Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical and moral dimensions of sexual health. Orton Wistow's SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up young people
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction (not until Upper Key Stage 2).
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies.

### **Objectives of the SRE Curriculum will be taught in:**

- PSHE through designated lessons, circle time, focused events SEAL
- Specific Units of Work on SRE are planned into our teaching programme at YR, Y1, Y3, Y5, Y6, (As described in our PSHE Topic Map).
- We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of young people more effectively, we will use team teaching where this enables us to best use teacher expertise.

### **Responsibilities for Curriculum Delivery and Policy Implementation**

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a young person's request for information and advice.
- The SRE curriculum will primarily be delivered by class teachers and the school nurse.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the *PSHE Co-ordinator*.
- The *PSHE Co-ordinator* is responsible for reviewing and evaluating SRE at our school. The *PSHE Co-ordinator* is accountable to the *Head Teacher* in this task.
- Staff will be assisted in their planning and delivery of the 'Entitlement Curriculum for SRE' by the *PSHE Co-ordinator*.
- Governors hold responsibility for the SRE policy and will be assisted in monitoring its implementation by the *PSHE Co-ordinator/ Head Teacher/ Staff*.

### **Teaching Methodologies**

**Ground Rules:** SRE is taught in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

### **Answering Questions:**

Any SRE lesson may consider questions or issues that some young people will find sensitive. Questions may arise as direct result of the taught session or through the classroom post box. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would require information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to the child's parents/carers for clarification. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection Officer in line with school policy.

### **Inclusion**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture and learning needs when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In relation to those with special educational needs, we will ensure that all young people receive sex and relationship education and the school will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### **Resources**

We will primarily use the Cambridgeshire PSHE Scheme of Work/ Cambridgeshire Personal Development Programme and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. In addition, we use the Living and Growing CD units to help deliver SRE to year 6.. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the Entitlement Curriculum for SRE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, and ability of the young people
- are up-to-date in factual content
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

### **Use of Visitors to Support SRE**

We believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We are supported by the School Nurse when delivering SRE to year 6 children. As with all visitors to our school they operate under our Safeguarding policy.

## Sex and Relationships Education Policy

In our school we have a clear and explicit confidentiality policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School brochure.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

### **Child Protection**

We recognise that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **Sexually Active Young People**

*There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency.*

### **Parents**

Parents and carers are the key figures in supporting their young people through the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter of forthcoming SRE topics
- Inviting parents to view resources and activities used in SRE
- Making the SRE policy available to parents on request
- Gathering parents' views on the SRE policy and taking these into account when it is being reviewed
- Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- Providing supportive information about parents' role in SRE
- Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers will be given access to this policy on request.

Parents and carers have the right to withdraw their children from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum, (ie in Science lessons) the school would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses. Parents or carers will be asked to reconfirm their decision each time SRE is planned for their child's class/year group.

## **Monitoring, Evaluating and Reviewing our SRE Policy**

Monitoring and evaluation of the policy is the responsibility of the governing body. Information will be gathered from the *Head Teacher, the PSHE Co-ordinator and parents* to inform judgements about effectiveness.

### Section 3 – Sensitive Issues

#### **a) Puberty**

We will teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE. Younger young people may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

#### **b) Contraception**

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged young people are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Young people may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We have established guidelines for responding to these questions in 'Answering Young people's Questions relating to SRE(6G)'. We will answer young people's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have young people. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

#### **c) Abortion**

We recognise that some young people might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

#### **d) STI's and HIV/Aids**

We will not teach directly about the full range of STI's, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. . Some young people will be aware of STI's or HIV/AIDS and may ask questions about them in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

**e) Sexual Identity and Sexual Orientation**

*We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that young people will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.*

**Appendix A - The Entitlement Curriculum for Sex and Relationships Education**

Foundation Stage and Key Stage 1 (Year1/2)

<b>Age 3-5</b>	<b>Science Curriculum</b>	<ul style="list-style-type: none"> <li>find out about and identify some features of living things, objects and events they observe</li> </ul>			
	<b>Knowledge (PSHE)</b>		<b>Skills (PSHE)</b>		<b>Attitudes (PSHE)</b>
	<ul style="list-style-type: none"> <li>the ways adults care for young people</li> <li>basic hygiene routines, including toileting and washing</li> </ul>		<ul style="list-style-type: none"> <li>dress and undress independently and manage their own personal hygiene</li> <li>describe their own appearance, including body parts</li> </ul>		<ul style="list-style-type: none"> <li>value their body, physical achievements and capabilities</li> </ul>
<ul style="list-style-type: none"> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others</li> <li>some ways of being a good friend</li> </ul>		<ul style="list-style-type: none"> <li>recognise the importance of keeping healthy and those things which contribute to this</li> <li>respond to a range of experiences, showing a range of feelings when appropriate</li> <li>be able to identify when and how to say 'no' and 'stop'</li> </ul>			

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Age 5-7	Science Curriculum	<ul style="list-style-type: none"> <li>• that animals, including humans, grow and reproduce</li> <li>• that humans and animals can produce offspring and these grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and compare the main external parts of the bodies of humans</li> <li>• recognize similarities and differences between themselves and others and treat others with sensitivity</li> </ul>
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> <li>• how some diseases are spread and how to control them</li> <li>• about the process of growing from young to old and how people's needs change</li> <li>• the names of the main external parts of the body including agreed names for sexual parts</li> <li>• understand they have rights over their own body</li> </ul>	<ul style="list-style-type: none"> <li>• recognize their responsibilities and how these have changed</li> <li>• follow basic rules for keeping themselves safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>• value their own body and recognise its capabilities and uniqueness.</li> <li>• how families are special for caring and sharing.</li> </ul>
<ul style="list-style-type: none"> <li>• ways in which they are like and different from others</li> <li>• that they have some control over their actions and bodies</li> </ul>	<ul style="list-style-type: none"> <li>• identify and be able to talk with someone they trust</li> <li>• be aware that their feelings and actions have an impact on others</li> <li>• recognize similarities between themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>• why families are special and how they care for each other</li> </ul>	

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Key Stage 2 (Year 3/4/5/6)

<b>Age 7-9</b>	<b>Science Curriculum</b>	<ul style="list-style-type: none"> <li>• that the life processes common to humans and other animals include growth and reproduction</li> <li>• about the main stages of the human life cycle</li> </ul>		
	<b>Knowledge (PSHE)</b>			
	<ul style="list-style-type: none"> <li>• name the main external parts of the human body, including scientific names for sexual parts</li> <li>• understand the physical differences between males and females</li> <li>• understand how their responsibilities will change in the future</li> </ul>	<b>Skills (PSHE)</b>	<ul style="list-style-type: none"> <li>• carry out regular personal hygiene routines</li> </ul>	<b>Attitudes (PSHE)</b>
	<ul style="list-style-type: none"> <li>• consider ways they affect and are affected by their special people</li> </ul>	<ul style="list-style-type: none"> <li>• be able to listen to and support their friends and manage friendship problems</li> <li>• be able to recognize unwanted physical contact and ways of stopping it and getting help</li> </ul>	<ul style="list-style-type: none"> <li>• who has responsibility for their personal hygiene and who will have responsibility in the future</li> <li>• the responsibilities parents have for babies</li> <li>• perceptions of being 'grown up'</li> </ul>	<ul style="list-style-type: none"> <li>• be aware of other people's lifestyles and beliefs</li> <li>• personal responsibility for personal safety and behaviour</li> </ul>

<p>Science Curriculum</p>	<ul style="list-style-type: none"> <li>• that the life processes common to humans and other animals include growth and reproduction</li> <li>• about the main stages of the human life cycle</li> </ul>		
<p>Age 9-11</p>			
	<p>Knowledge (PSHE)</p>	<p>Skills (PSHE)</p>	<p>Attitudes (PSHE)</p>
	<ul style="list-style-type: none"> <li>• that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread</li> <li>• about the physical changes that take place at puberty, why they happen and how to manage them</li> <li>• understand that physical changes take place at different rates for different people</li> <li>• Know the facts of the human life cycle, including sexual intercourse</li> </ul>	<ul style="list-style-type: none"> <li>• recognize their changing emotions with friends and family and be able to express their feelings positively</li> <li>• recognize and challenge stereotypes, for example in relation to gender</li> <li>• recognize the pressure of unwanted physical contact, and know ways of resisting it.</li> </ul>	<ul style="list-style-type: none"> <li>• the diversity of lifestyles</li> <li>• others' points of view, including their parents' or carers</li> <li>• the need for trust and love in established relationships.</li> <li>• be aware of and accept a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.</li> </ul>
<ul style="list-style-type: none"> <li>• the many relationships in which they are involved</li> <li>• where individual families and groups can find help</li> <li>• about keeping themselves safe when involved with risky activities</li> <li>• understand how self-confidence and assertiveness can help them keep themselves safe</li> <li>• what makes a healthy lifestyle, what affects mental health and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>• respect other people's viewpoints and beliefs</li> <li>• identify adults they can trust and who they can ask for help</li> <li>• be self-confident in a wide range of new situations, such as seeking new friends</li> <li>• see things from other people's viewpoints, for example their parents and their carers</li> <li>• listen to, support their friends and manage friendship problems</li> </ul>	<ul style="list-style-type: none"> <li>• why being different can provoke bullying and why this is unacceptable</li> <li>• when it is appropriate to take a risk and when to say no and seek help</li> <li>• the diversity of values and customs in the school and in the community</li> <li>• value themselves and identify positive things about themselves</li> </ul>	

