



HARTSBOURNE PRIMARY SCHOOL
'Valuing Potential, Creating Opportunities'

Sex and Relationships Education Policy

This policy to be read in conjunction with Child Protection Policy, Diversity Policy, Equal Opportunities Policies, PSHE Policy, Teaching & Learning Policy, Inclusion Policy, Religious Education Policy

RATIONALE

Sex and Relationships Education is a key strand of our approach to PSHE & C and the broader aim of providing a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

VALUES

Fundamental to school values and practice is the principle of sharing the responsibility for the education of children with parents. We will keep parents informed of any developments and changes to our approach to Sex and Relationships Education. Parents are invited to view the teaching materials we use and we welcome their comments as we try to foster a sense of co-operation and understanding in this vital area.

AIMS AND OBJECTIVES

The term 'Sex and Relationships Education' recognises that effective sex education can only take place when children are aware of how quality relationships at home and school can be sustained. We therefore aim to:

- Ensure children value their own and others' experiences of different types of family.
- Ensure children value relationships of all types; including those with immediate family, extended family, close friends, neighbours and general acquaintances as well as those at school, at clubs and places of worship.
- Develop children's ability to communicate with each other and build relationships over time.
- Give children strategies for solving conflicts peacefully.
- Enable children to discuss sex and relationships confidently, at a level appropriate for their age.
- Enable children to make healthy, informed choices in later life through increasing their knowledge, and practising the skills required to sustain quality relationships.
- We will encourage each other to challenge our preconceptions and avoid promoting stereotypes, including gender stereotyping, homophobic and racist bullying or negative attitudes.

We intend to meet these objectives through:

- The specific teaching of age appropriate Sex and Relationships Education from the Foundation Stage through to the end of Key Stage 2.
- Ensuring that our Sex and Relationship Education policy meets the needs of all children including those with special educational needs.
- Providing training and support for teachers in the planning and teaching of SRE.
- Involving appropriate health care professionals in the education of the children (eg school nurse).
- Ensuring that resources, schemes of work and policies are regularly reviewed and kept up to date.

TEACHING

Sex and Relationships Education is a key strand in our overall PSHE & C programme. An outline teaching plan is attached and a more detailed breakdown will be found in the PSHE & C Scheme of Work, Science Scheme of Work and SEAL materials.

Class teachers are responsible for the delivery of Sex and Relationships Education to their class. A teacher may wish to involve other appropriate professionals such as the school nurse, the PSHE & C subject leader or other members of staff. However, the class teacher should remain actively involved in the lesson and be able to follow up issues or answer questions in subsequent lessons.

Sex and Relationships Education will be delivered through:

- Science curriculum – life processes including reproduction, puberty and life cycles
- Personal, social, health and citizenship education (including SEAL)
- Private discussions with pupils as necessary (see sensitive questions below)
- The use of paired and group work as a way of building co-operation skills
- Whole-school, Key Stage and class assemblies

TEACHING METHODS

Teachers will use a wide range of strategies to deliver Sex and Relationships Education including whole-class, single-sex, paired and group work. Circle-time, drama and role-play are particularly effective in dealing with conflict resolution. Electronic media (CDs, videos, interactive whiteboard lessons, etc), photographs, diagrams and worksheets are also particularly useful.

Children will be given opportunities to develop their understanding of the role of marriage in different cultures and society generally, through the Hertfordshire Agreed RE syllabus.

ANSWERING SENSITIVE QUESTIONS

Most questions raised by children will be responded to in a plain, honest and straight forward manner. If a member of staff feels that it is inappropriate to answer a question in front of the rest of the class then they will arrange to see the child individually, either to answer the question or to explain why they feel that to answer it would be inappropriate. It is good practice to have another member of staff present at such a conversation.

CHILD PROTECTION

If at any time a member of staff becomes aware, or suspects, that a child might be the victim of some form of abuse they should contact the Designated Child Protection Teacher immediately. The member of staff should not try and pursue the matter any further themselves, (see Child Protection policy).

THE RIGHT OF WITHDRAWAL

Parents have the right to withdraw their children from aspects of Sex and Relationships Education that do not form part of the Science curriculum. Parents wishing to exercise this right should inform the school of their decision in writing. Letters must be sent out at least two weeks prior to lessons, via the school office. Children who are withdrawn will be provided with suitable work in class in another part of the school.

ASSESSMENT

As and when appropriate, work will be recorded in the child's PSHE & C workbook. Some aspects of Sex and Relationships Education will be assessed through the science curriculum.

MONITORING

Monitoring of policy implementation will take place through lesson observations, staff meetings, work sampling and policy review.

RESOURCES

The school will use a variety of resources all of which are recommended by Hertfordshire County Council, including NHS Guidelines, Hertfordshire's 'Sex & Relationships Education in the Primary School' and visual material from reputable educationalists/charities: eg Stonewall.

SEAL (Social and Emotional Aspects of Learning) resources will be central to the PSHE + C curriculum and other work on developing appropriate and resilient relationships. SEAL themes will be used as an umbrella scheme of work for PSHE + C, SRE education and assemblies:

THEME 1	New beginnings	THEME 4	Going for goals
THEME 2	Getting on and falling out	THEME 5	Good to be me
THEME 3	Say 'no' to bullying	THEME 6	Relationships
		THEME 7	Changes

SRE OUTLINE TEACHING PROGRAMME

Reception	<ul style="list-style-type: none"> • Keeping myself safe – stranger danger • How friends/family make us sad or happy? • How do we communicate those feelings?
Year 1	<ul style="list-style-type: none"> • How friends/family make me feel afraid or angry? • How to deal with those emotions? • How do I make someone else feel special? • How does my behaviour affect those around me?
Year 2	<ul style="list-style-type: none"> • How do I cope with change in my relationships? (The arrival of a sibling, the death of a pet etc). • How do I support my friends during sad times and times of change?
Year 3	<ul style="list-style-type: none"> • How have my relationships changed since I was in KS1? • Being responsible for my own decisions – rights and responsibilities.
Year 4	<ul style="list-style-type: none"> • How will I change in the future? • How has my body changed since I was young? • Name all body parts – including sexual organs • Peer pressure – how to say 'no'. Finding a moral compass.
Year 5	<ul style="list-style-type: none"> • Puberty (including body changes, hygiene and sexual reproduction) • How babies are born, caring for others.
Year 6	<ul style="list-style-type: none"> • Changing relationships • Facing changes – my body, my secondary school • Supporting friends through change • Peer pressure – secondary transfer survival strategies

DATE OF POLICY: May 2013

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