

Farsley Farfield Primary School

Sex and Relationships Education Policy



1. Introduction

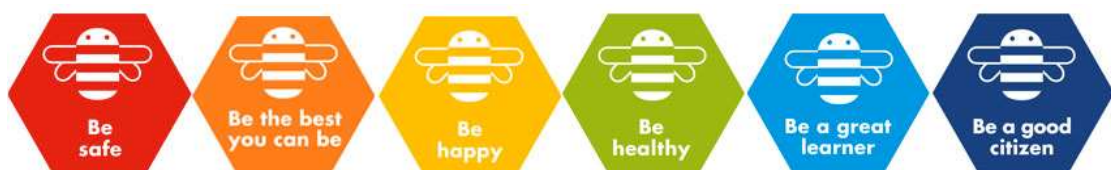
- 1.1. Our Sex and Relationships Education (SRE) Policy is based on the Sex and Relationship Education Guidance DfEE (0116/2000), 'Sex and relationships education (SRE) for the 21st century' from the PSHCE Association and the model policy from Leeds' Schools Health and Wellbeing Service. We have consulted with staff, governors and parents in the development of this policy. The head teacher, Mr Harris, is the named member of staff with overall responsibility for SRE within the school and the governor with designated responsibility for SRE is Marion Cole.

2. What is Sex and Relationships Education (SRE)?

- 2.1. Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. Sexual health is taught in high schools but not in our primary school. Some aspects of SRE are taught in science, and others are taught as part of personal, social and health education (PSHE).
- 2.2. A comprehensive programme of SRE provides accurate information about the body, reproduction and sexual relationships. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is not about the promotion of sexual orientation or sexual activity. SRE is lifelong learning about physical, moral and emotional development. It is about the understanding that love and care, mutual respect and stable and loving relationships are all important in family life.
- 2.3. There are three main elements:
- Attitudes and values
 - Personal and social skills
 - Knowledge and understanding
 - (Sex and Relationship Education Guidance DfEE 2000)

3. Our Aims and Values

- 3.1. Effective SRE helps children and young people to make and sustain meaningful relationships. At Farfield, we want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe.
- 3.2. Farfield's Learning Hive provides a reference point for these lessons and discussions:



- 3.3. The statements and iconography relating to 'Be Safe', 'Be Healthy', 'Be Happy' and 'Be a Good Citizen' will be prominent during lessons and in resources that are created.

3.4. We teach children about:

- the physical development of their bodies as they grow into adults;
- emotional changes and issues around peer pressure and stereotyping;
- rights and responsibilities as children grow;
- the way humans (and other animals) reproduce;
- respect for their own bodies and others';
- sexual activity as part of a committed, long-term and loving adult relationship;
- the importance of family life;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters;
- safeguarding issues including consent, child sexual exploitation and online safety.

4. Organisation

4.1. Farsley Farfield Primary School is guided by the principles and characteristics of effective SRE as detailed in appendix 1.

4.2. The majority of Sex and Relationships Education is taught through our PSHE curriculum although some aspects are covered in the science national curriculum and are statutory, for example the lifecycles of living things. For more detail on the teaching of human bodies and reproduction in the statutory science curriculum, please refer to appendix 2. In KS1 and lower KS2, PSHCE lessons relating to SRE will take place in lesson time usually devoted to class assemblies relating to the week's ethos statement. In upper KS2, the SRE lessons will generally be delivered in longer sessions otherwise devoted to 'topic'. Year 4 lessons relating to puberty will generally take place in the summer term. Year 6 lessons relating to conception will take place in the final half term. Other sessions contributing to the SRE curriculum will be spread throughout the year.

4.3. In PSHE we teach children about relationships and we encourage children to discuss issues relating to growing up.

In the Foundation Stage the social development of children is extremely important and it is the 'Relationship' aspect of SRE that develops greatly over this time. There are specific areas of the Early Years Foundation Stage Profile that cover the development of relationships:

- In "Making Relationships" the children learn to value other children and their viewpoints.
- In "Managing feelings and behaviour" the children are encouraged to talk about and show their feelings as well as accept the feelings of others.
- The children learn about ways to keep safe in all aspects of life in "Health and Self-Care".
- In addition to the PSED and Physical areas of EYFSP, some units of the RE curriculum for FS explore ways in which we care for our friends and family e.g. "What makes a good helper?"
- The ethos in FS is that we are all special: the same in some ways and different in others and this is discussed in a variety of situations. However, there is an underlying message that some things are private and must be kept so. The resources "Pants are Private" are used in the spring term of Reception to any address issues around others seeking to look at or touch genitalia or a child exposing themselves.

4.4. In Key Stage 1 and 2, our SRE planning is based on a model scheme of work adopted by Leeds Children's Services that originated in Islington. Whilst much of

the PSHE curriculum will contribute to healthy relationships, the sections focussing on Sex and Relationship Education are primarily in Y2, Y4 and Y6.

4.5. In Year 2, children learn:

- to understand and respect the differences and similarities between people
- about the biological differences between male and female animals and their role in the life cycle
- the biological differences between male and female children
- about growing from young to old and that they are growing and changing
- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special

4.6. In Year 4, we introduce puberty. It is important to introduce this at a relatively young age as some children, especially girls, do reach puberty in the middle of KS2. The children learn:

- about the way we grow and change throughout the human lifecycle
- about the physical changes associated with puberty
- about menstruation and wet dreams
- about the impact of puberty in physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- strategies to deal with feelings in the context of relationships
- to answer each other's questions about puberty with confidence, to seek support and advice when they need it

4.7. In Year 6, the curriculum moves on to sexual reproduction in animals and humans. Children learn:

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- how a baby is made and grows (conception and pregnancy)
- about roles and responsibilities of carers and parents
- to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

4.8. SRE relating to puberty and conception is taught in single sex groupings in Years 4 and 6. Other PSHE sessions, which may also make reference to learning from SRE, will be mixed class.

4.9. SRE teaching materials are partially based on the Channel 4 Living and Growing series (revised version) and teachers always endeavour to answer all questions with sensitivity and care. We emphasise the importance of confidentiality within these discussions and also have an anonymous question box which the children can put questions into at any time that they do not feel comfortable asking publically. These are answered and discussed with the whole class, as appropriate to the age range of the children. Issues such as contraception, abortion or Sexually Transmitted Infections, inc HIV, aren't planned to be covered in the curriculum but basic questions from children about these issues would be answered in a brief, matter-of-fact manner should they arise.

5. The role of parents

- 5.1. The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.
- 5.2. In promoting this objective we:
 - inform parents about the school's SRE policy and the timing and content of practice;
 - answer any questions that parents may have about the sex education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- 5.3. We arrange a meeting for all parents and carers of children in Years 4 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. This provides parents with a full picture of our SRE curriculum and allows them to ask any questions they may have. Parents are informed that they have the right to withdraw their children from SRE lessons that are not part of the science national curriculum.
- 5.4. If a parent wishes their child to be withdrawn from any SRE lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and may provide support materials for home use.

6. Confidentiality

- 6.1. Teachers conduct sex education lessons in a sensitive manner and in confidence. We will always staff SRE lessons where more explicit sexual content is being shared with two adults.
- 6.2. If a child makes a reference to being involved in sexual activity then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that s/he may have been a victim of abuse/exploitation. In these circumstances the teacher will draw their concerns to the attention of a school designated child protection officer who will then deal with the matter in line with the child protection policy.

7. Monitoring and review

- 7.1. The Pupil Support Committee of the governing body will monitor our SRE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. This committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record giving details of the content and delivery of the SRE programme that we teach in our school. The head teacher will seek the views of parents about the content of the SRE curriculum through parent meetings and annually in the parent survey and report this to governors.

Policy Reviewed: April 2016, January 2017

Appendix 1

What is high quality sex and relationships education?

The principles of high quality SRE in all school – including those with a religious character – are set out below.

Sex and relationships education:

- Is a partnership between home and school
- Ensures children and young people's views are actively sought to influence lesson planning and teaching
- Starts early and is relevant to pupils at each stage in their development and maturity
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Helps pupil understand on and offline safety, consent, violence and exploitation
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Uses active learning methods and is rigorously planned, assessed and evaluated
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Teaches pupil about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

It contributes to:

- A positive ethos and environment for learning
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Source: SRE for the 21st Century (PSHCE Association, Brook Advisory, Sex Education Forum)

Appendix 2

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they wish.

Sections of the science Programme of Study relating to the human biology, life cycles or reproduction include:

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non statutory guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults.

Non-statutory guidance: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Year 3

Pupils should be taught to:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 5

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

Non statutory guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils should be taught to:

- describe the changes as humans develop to old age.

Non statutory guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non-statutory guidance: They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.

Further guidance:

“In primary schools, at key stage 1 (ages 5 to 7), pupils are taught about the main external body parts. While we have not specified sexual parts of the body at this stage, teachers will be able to cover this material if they think it is appropriate to the needs of their pupils.

At key stage 2 (ages seven to 11), pupils learn about changes to the human body as it grows from birth to old age. Puberty is a significant part of this and will be covered during upper key stage 2, as part of content on the human life cycle.” DfE July 2015