

# Coalbrookdale & Ironbridge C.E. Primary School

## **Policy:**

# **Sex and Relationships Education**

Last Review: Summer 2015

Member of staff responsible: Sue Blackburn

Review Date: Summer 2018

## **Aim of Sex and Relationships Education Programme**

A carefully structured and well planned sex and relationships education programme is important in developing pupils' knowledge and understanding of themselves and is fundamental in developing their relationship with others. Our policy, therefore, promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares such pupils for the opportunities, responsibilities and experiences of adult life and provides a foundation for further work in the secondary school.

It is also important that we work in partnership with parents, supporting them when asked; providing them with clear information about the school's policy and consulting them regarding its content.

Our policy is in accordance with the Guidance documents published by the DfES (DfEE) 0166/ 2000 and NCC 2006.

### **Key Objectives:**

We believe that:

- It is important to develop a programme that starts in key stage one and continues through the school, building on previous teaching and learning. Sex and relationships education is taught as a part of and extension of our health education and personal and social education programmes linked to our science scheme of work.
- Children should leave our school with an understanding of the physical and emotional development of human beings and of the process of reproduction.
- They should know, and be able to use, the correct names of parts of the body, including the reproductive organs.
- They should feel secure in their rights over their own bodies and have the skills to protect them.
- They should appreciate the need for responsibility in all relationships and forms of behaviour and have begun to understand some of the responsibilities of parenthood.
- By the end of KS2 they should have begun to develop the skills to make informed decisions about their own actions.
- They should understand that all animals and plants reproduce in order to ensure the continuation of their species.

### **To achieve our aim and objectives we will:**

#### **In General:**

- By consultation with the pupils, discover where they are in their knowledge and understanding at all levels and what their needs are.
- Take into account the needs of our pupils in order to offer them the opportunity to explore their own and peer's attitudes and experiences.

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils.
- Provide a caring and supportive environment for discussion.

### **Attitudes and Values:**

- Stress the value of family life and the need for proper care of all young life.
- Emphasise the value of respect, love and care.
- Help the pupils to explore and understand moral dilemmas.
- Encourage them to develop critical thinking.

### **Personal and Social Skills:**

- Encourage development of self-respect and empathy for others.
- Help them to learn to make choices based on an understanding of difference and with an absence of prejudice.
- Counteract myths and false assumptions of “normal” behaviour.
- Encourage them to challenge media stereotypes and to develop an understanding of equality.
- Stress the value of family life and the need for proper care of all young life.
- Help children to understand that we all have rights, and that each person has the right to control who touches his/her body.
- Raise awareness of the dangers of going with strangers and develop strategies to avoid this.

### **Knowledge and Understanding:**

- Generate an atmosphere where questions about sexuality and reproduction can be asked and answered in a sensitive yet factual manner without embarrassment on either side.
- Provide an acceptable vocabulary for all parts of the body.
- Try to ensure that they have an understanding of human sexuality, reproduction, sexual health, emotions and relationships.

### **Scheme of Work**

#### **Ages 4-5**

- People in my life;
- My moods – feeling happy, sad, etc.;
- Friendships;
- Loss and mourning;
- Keeping safe – dangers I might come up against. Saying no;
- My body and other people’s bodies – similarities and differences;
- The beginning of life – me, animals, plants;
- Growth in people, animals, plants;
- Ageing – how we know things are alive, dead, young or old.

### Ages 6-7

- Changes as we grow;
- Different types of families;
- Feelings in families; (e.g. jealousy, love);
- What helps people to get on with each other (for example listening and sharing);
- What makes me happy;
- What I like or don't like about other people;
- Keeping safe;
- Caring for myself – hygiene, sleep, exercise;
- People who help me to care for myself;
- Inside my body – the functions of different parts;
- Naming parts of the body and say which part of the body is associated with each sense.
- Notice that animals including humans have offspring which grow into adults.

### Ages 8-9

- Feelings – things which make me happy, sad, embarrassed, scared etc;
- Naming parts of the body;
- Difficult situations – for example teasing and bullying;
- Changes in my own body and in those of others;
- How babies begin and are born – how they grow;
- Family trees;
- Keeping healthy – exercise, diet, the immune system, and so on;
- Friendships – who our friends are, how we make and lose friends;
- Making decisions – influences on me;
- Keeping safe;
- Varied lifestyles in the class and community – differences in others and how we feel about differences.
- Life cycles;

### Ages 10-11

- Decisions – making, risk – taking;
- Feelings about the future (for example changing schools);
- Families and how they behave – what members expect of each other;
- Celebrations of birth, christening, puberty, marriage and death in different cultures;
- Expressing feelings and how we do this; being assertive, not bullying;
- Differences and similarities in people;
- Sexuality – what it is and what words describe it;
- Body changes in me and others – why they are happening;
- Things that go into my body that help (for example good food and some drugs) and harm ( for example some drugs, cigarette smoke, poisons);
- Messages about health and sexuality from television, films, newspapers.

## **Organisation of School Sex Education Co-ordination**

Sex education will be co-ordinated by Sue Blackburn and Lisa Spandrzyk.

### **Delivery**

- As topics;
- Through planned aspects of science;
- Through circle time;
- Addresses occasionally in assembly time;
- Through occasional visits by the school nurse, parents and younger and older siblings;
- Through the use of story time, sharing time.

### **Teaching Methods**

Active learning methods which involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant.

### **Resources**

The range of materials used will be identified in relevant schemes of work where appropriate. Books will be used from the library and specific worksheets or videos will be available at a parent evening once a year. Anatomically correct dolls will be used and of different ethnic types. Children in years 5 and 6 will be given educational booklets produced for primary school children by the Health Authority. The programme Living and Growing will provide a resource for teachers to use with the appropriate class.

### **Who will teach it?**

At present members of staff in identified year groups are committed to delivering the programme. In years 5 and 6 the Headteacher will assist in the delivery of the programme where relevant.

### **Liaison with Secondary Schools**

The programme will complement and provide a foundation for the sex and relationships education programme at the local secondary Schools. There will be liaison with this school.

### **Evaluation of the Programme**

Elements of sex education in the science curriculum are assessed formally. A variety of informal evaluation activities have been built into the programme.

## **Working with Parents**

The school is committed to working with parents. Under the Education Reform Act 1993 pupils can be withdrawn by their parents from part of sex and relationships education that is outside the compulsory elements of sex education contained in the science curriculum.

Parents wishing to exercise that right are invited to see the head teacher. She will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. She will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimized. Once a child has been withdrawn they cannot take part in sex and relationships education until the request for withdrawal has been removed.

Sex and Relationships education materials will be made available to parents who wish to supplement the school's programme or who wish to deliver sex and relationships education to their children at home.

## **Child Sex Abuse**

The school has a safeguarding policy and procedure which is available on request.

## **Confidentiality**

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned but will not be promised. If this person believes the child is at risk or in danger the teacher will explain to the child that it would not be appropriate to keep the conversation secret but that they would be prepared to listen and obtain further advice or support if necessary.

## **Answering Difficult Questions**

Sometimes a child will ask a difficult or explicit question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers should use their skills and discretion in these situations and, if necessary, refer to the Headteacher or Assistant Headteacher.

## **Use of Visitors**

A variety of visitors are used to support this programme including the school nurse, religious or health professionals.

## **Procedures for Policy Monitoring and Evaluation**

The policy will be reviewed in July 2016 using a consultative process which identifies teachers' pupils' and parents' feedback on the sex education programme.

## **Equalities**

Coalbrookdale and Ironbridge C.E. School is committed to working towards equality of opportunity and inclusion in all aspects of school life. All resources and methods have been checked against the following equal opportunities and inclusion criteria.

## **Resource Checklist** (taken mainly from Sexuality and Relationships Resource list. HEA.)

- Is it likely to appeal to its proposed audience?
- Is it consistent with the agreed policy aims and objectives?
- Does it fit in with the existing style (materials and methodology) of health/sex education?
- Do we feel it is appropriate for the needs of our pupils in terms of language, and images, attitude, maturity and knowledge required?
- Is it accessible and suitable for inclusion of all pupils irrespective of differences of any nature?
- Does it patronize or respect its audience?
- Does it enable us to take pupils emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism and other forms of stereotyping?
- Could the resource be adapted or extended to suit better the needs of our pupils?
- Do we feel comfortable about using this resource?
- Do we feel that there is an undue bias in this resource?
- Is it factually correct?
- Will any staff training be needed?
- Is it well designed, flexible, durable, easy to store?
- Does it conform to the legal requirements for sex education?

## **References**

In developing the policy, guidance contained in a number of documents was used as follows:

- DfE Circular 5/94: Sex Education in Schools.
- National Curriculum for Science (1995 revision).
- Curriculum Guidance 5: Health Education.
- Sexual Health and the National Curriculum for Science Metropolitan Borough of Sefton Education Department.
- DfEE Guidance Document 0116/2006.
- NCC Guidance 2006.
- Living and Growing

Reference was also made to:

Health Education Authority – Health for life – A teacher’s planning guide to health education in the primary school.

**Related Documents**

Science scheme of work, equal opportunities policy, procedures relating to disclosure of abuse in the staff handbook, T&W guidance on child abuse.

## **Appendix 1**

### **National Curriculum Guidance**

Sex Education and education for family life form part of the cross curricular themes of the National Curriculum. The document Curriculum Guidance 5: Health Education includes the following recommendations:

At Key Stage 1 (5-7yrs)

Pupils should:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Know about personal safety, for example, know that individuals have rights over their own bodies and that there are differences between good touches and bad touches, start to develop basic skills and practices which will help maintain personal safety.
- Appreciate ways in which people learn to live and work together: listening, discussing, sharing.
- Know there are different types of families and be able to describe the roles of individuals within the family.
- Understand the importance of valuing oneself and others.
- Begin to recognize the range of human emotion and ways to deal with these.

At Key Stage 2 (7-11yrs)

Pupils should:

- Describe the changes as humans develop to old age.
- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- Know there are different patterns of friendship; be able to talk about friends with important adults.
- Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and the environment.