

All Saints CE Primary School

Sex and Relationships Policy

Definition

Sex and Relationship Education (SRE) is one element of All Saints School's work in Science and in Personal, Social and Health Education and Citizenship (PSHCE).

Like other areas of PSHCE, SRE is concerned not only with cognitive development but also affective development. At All Saints School, SRE is lifelong learning about emotions, relationships and reproduction. It involves acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. It is only at Year 5 and 6 that sexual relationships are considered.

Rationale and Statutory Requirements

SRE at All Saints School has a number of broad outcomes and specific aims, SRE helps children to make sense of the world around them and supports their emotional development. In addition, SRE can help to support academic achievement.

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

Values

The aims and objectives of All Saints School form the values which underpin SRE.

Our values underpin all teaching, in all subjects including SRE; we encourage:

- awareness, understanding and respect for self, including self-confidence and self-esteem
- awareness and respect for others and their views
- consideration and responsibility for choices and actions
- an appropriate set of values to guide their own behaviour and their relationships with others
- responsibility and care for family, friends, school and wider community appropriate communication and social skills.

Aims

SRE will develop children's personal and emotional development and children's knowledge and understanding with the following desired learning outcomes:

Attitudes, Values and Skills

- confidence in talking, listening and thinking about feelings and relationships
- prepare and support children (physically, emotionally and morally) through puberty to adult life
- values and attitudes and the personal skills needed to make sensible choices
- help children to form and sustain healthy relationships
- help children to protect themselves and ask for help and support.

Knowledge, Understanding and Skills

- knowledge and understanding of growing up in terms of both the physical and emotional changes involved
- knowledge which is clear, reliable, appropriate and authoritative
- examine opinions and concepts, dispel misunderstanding and encourage discussion and exploration of facts
- ability to name body parts and explain how bodies work
- begin to acquire appropriate knowledge and understanding of sexual development and relationships.

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Roles and Responsibilities

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHCE Co-ordinator
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

The Teacher

Teaching children about SRE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis, through reference to our Code of Behaviour and in assemblies, for example.

It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge and understanding from other Science topics; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHCE curriculum.

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate. However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

The Parents / Carers

All Saints School is committed to working with parents / carers. They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers eg through information workshops for parents / carers. The parents have a right to withdraw their child from all or part of sex and relationships education that are non-statutory.

Organisation, Planning and Resources

SRE is delivered in line with the National Curriculum for Science, the national framework for PSHCE.

Much of SRE is developed indirectly in day-to-day teaching and learning. (For example, at KS1 pupils should be taught that family and friends should care for each other and this is addressed regularly in the classroom.)

However, to ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (eg under a heading such as 'My body' or 'Growing up').
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and impactful.

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SRE, as part of PSHCE, forms part of All Saints School's Long Term Plans.

In Y5 and 6, there is a need for some single-sex lessons. Girls learn more about menstruation and personal hygiene. Boys are taught an equivalent session which specifically covers wet dreams and personal hygiene for them. However, there is still a need to understand the emotional and physical changes those of the other sex will go through during puberty. These lessons are taught by the children's class teacher after appropriate training.

Equality of Opportunity

All Saints School strives to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures. Young people may have varying needs regarding SRE depending on their circumstances and background. SRE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

Varying Home Backgrounds

At All Saints School, all teaching aims to meet the needs of all children. SRE reflects the realities of children's different lives. This will include, for example, children whose parents have married, divorced or split up and children in public care. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Special Educational Needs

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally eg what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (eg to read).

Gender Issues and Sexual Stereotyping

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality

In accordance with DfES guidance, our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying: it is not acceptable and will not be tolerated. This would include the use of 'gay' in a derogatory term.