



SEX AND RELATIONSHIPS EDUCATION POLICY

St Faith's is Committed to Excellence in Teaching and Learning within a Christian Environment

December 2014 – Review December 2017

Chair of Governors: Ed Francis

This Policy was approved at a meeting of the Full Governing Body

Signed:

Date: December 2014

Section 241 of the Education Act 1993 requires all maintained schools to make and keep up to date a written statement of their policy on Sex Education. This policy has been based around the DfES document 'Sex and Relationship Education Guidance' (DfES 0116 / 2000). In this document sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

Key Statement

The purpose of implementing this policy is to ensure that pupils at St Faith's CE Primary School are provided with information on the basic biology of human reproduction and the physical, emotional and social changes that occur during puberty and adolescence.

The teaching of sex and relationship education will allow pupils to develop an understanding of changes to themselves and others, through exploring attitudes and feelings and appreciating a range of values.

Sex and Relationship Education has a vital role to play in contributing to children's personal and social development.

All children and their families have a right to privacy, respect and acceptance and the approach to Sex and Relationships Education at St Faith's CE Primary School will be non-judgemental and respectful.

Aims

Sex and Relationship Education should:

- be taught in a positive, supportive and caring environment
- present facts in an objective, balanced and sensitive manner
- present facts within a clear framework of values
- develop pupil's health related knowledge, so they are able to deal further with the physical and emotional changes involved in growing up
- be complementary and supportive to the role of the parents
- incorporate the spiritual, moral and cultural dimensions of the PSHE curriculum
- support the personal and social development of all pupils



Objectives

- to help and support pupils through their moral and social development
- to build trust and confidence within the school, in order that pupils feel secure and able to express themselves
- to teach pupils to appreciate the value of stable family life, marriage and the responsibilities of parenthood
- to provide learning opportunities which allow consideration of attitude, behaviour and acquisition of skills as well as knowledge
- to allow pupils to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibility and sensitivity towards the needs of others
- to combat ignorance and increase understanding in order to reduce guilt and anxiety
- to promote openness and better communications about sexual matters through the use and understanding of appropriate vocabulary
- to raise awareness of influences such as the media, peer pressure and exploitation
- to regard and respect parent's views about content and presentation
- to teach to the school Sex and Relationship Education policy and scheme of work

Implementation

The Sex and Relationship Education programme will be taught through the PSHE curriculum from Years R to 6

PSHE Overview

Year	Autumn		Spring		Summer	
YR [^]	Being Involved	Getting on and falling out	People Who Help*	Me a Special Person Being Healthy and Safe	My Special People	Growing and Changing*
Yr1 [^]	New Beginnings	Working Well Together	Other People are Special too	Caring for Myself	Caring for Others	Looking Forward
Yr 2 [^]	Who is in Charge?	Changing Friendships	Taking Charge	My Body is Important*	Celebrations and Recognising Differences	Looking Forward to Key Stage 2
Yr3/4 A	Settling In	Making Friends	People and their Work	Keeping safe in school	Focus on Feelings*	In Someone Else's Shoes
Yr3/4 B	Feeling Good	Ups and Downs in Relationships*	Keeping Safe Outside School	Keeping Healthy*	Changes in Families	Looking Ahead
Yr4/5 A	Who Decides?	We're all Different*	Risks and Pressures	It's My Body*	Being Involved in my Community	Looking at the World
Yr4/5 B	Rights and Responsibilities	Managing Conflict	Going for Goals	Being Responsible for my own Safety	Changing Relationships*	Changes
Yr6	Rights and Responsibilities	The World of Work	Risks and Pressures*	The World of Drugs	Changing Relationships*	Transition – Managing Change

**Topics which may lend themselves to the teaching of Sex and Relationship Education*

[^] Year R,1 and 2 teachers plan together from the objectives stated above, ensuring that all pupils access relevant PHSE work during the course of cycles A and B.

In Years R, 1 and 2 children investigate what friendship and relationships with others are like and consider how our bodies are different. They also look at the human life cycle.



In Years 3 and 4, children will have a basic introduction to growing up - body change, emotional changes and relationship changes. In Years 5 and 6 children will recap and extend their knowledge through further discussion about puberty, adolescence and in Year 6, sexual intercourse.

The Sex and Relationship Education programme will ensure that the information discussed reflects the maturity and age of the pupils - with progression occurring as the pupils move from Year R through to Year 6. Where children develop at a faster rate than their fellow pupils, the teacher will provide support and discussion time on a one to one basis.

Health visitors and external bodies/agencies, who are all bound by school policy, will be invited in at appropriate times to work alongside the teachers in order to provide an extra dimension, by using real experience gained through their professional role.

Children in Years 5 and 6 will be given the opportunity to work in single sex groups and mixed sex groups. It is important that boys and girls understand the changes that will happen to each other but also have the opportunity to ask questions in a single sex environment.

Dealing with children's questions

During lessons in Sex Education children may ask questions about topics which are not specifically taught as part of the planned programme. The staff member has to decide how to deal with these. They need to consider whether:

- to answer the question right away
- to explain that the question is not appropriate to the current work
- to deal with the question in accordance with the school's Child Protection Policy because it appears to be related to a child protection issue.

As a general rule, if the question is about a subject that is appropriate and relevant to the planned programme then it can be answered appropriately. However, if for any reason the member of staff feels uncomfortable with dealing with the situation then they should refer the matter to the Year Team Leader and Headteacher immediately. Children will be given the opportunity to ask questions anonymously by using a 'question box'.

Equal Opportunities and SEN

Children will be taught the Sex and Relationship Education programme in accordance with the school's Equal Opportunities and SEN policies.

Staff Development

It is important that staff have a sound basic knowledge of sex and relationship issues and are confident in their skills to teach sex education and discuss sex and relationships. All staff will be given a copy of the Sex and Relationship Education Guidance produced by the DfES. Staff will also be made aware of the legal implications and will be advised to discuss any problems/queries regarding the content of the programme with the PSHE Subject Leader. Courses, INSET training and twilight sessions will be offered to all staff when necessary.



Parents

Parents are informed in writing in advance of the Sex Education programme taking place. They will be given the opportunity to view and discuss the course content with staff and/or the PSHE Subject Leader. Parents have the right to withdraw their child from any or all parts of the school's programme of Sex and Relationship Education (Section 405 of the Education Act 1996), other than those elements which are required by the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). In such cases, parents will be invited voluntarily to indicate their reasons for withdrawal, so that any misunderstandings about the nature of the Sex and Relationship Education provided by St Faith's CE Primary School can be resolved.

Monitoring

Monitoring of the Sex and Relationship Education programme will involve the Headteacher and PSHE Subject Leader liaising with staff and pupils in order to assess the effectiveness and suitability of the programme in place.

Assessment

Through such activities as discussion and quizzes, Classteachers will carry out assessment of the schemes of work continuously with the children as the topics are taught. Classteachers will feed back to the PSHE Subject Leader their findings.

Review

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