

Chad Vale Primary Sex and Relationships Policy

Policy Written by:	Paul Sansom
School adoption date:	Feb 2016
Last reviewed/updated	Feb 2016
School's review date:	Feb 2017

1 Introduction

1.1 We have based our school's sex education policy on the requirements of the National Curriculum and the guidance document published by the Secretary of State for Education, entitled Sex and Relationship Education Guidance (ref DfE 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 and partnerships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

1.2 Sex education forms **part** of the science and PSHE (personal, social and health education curriculum) in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way animals, plants and humans reproduce;
- respect for their own bodies
- the importance of family life;
- moral questions;
- friendship issues;
- respect for the views of other people;
- abuse and what to do if they are worried
- how to stay safe in the online and real world

3 Context

3.1 We teach sex education sensitively and carefully using materials appropriate for school age children.

In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage, partnership and family life and loving stable relationships;

- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 Organisation

4.1 Sex education is delivered through different aspects of the curriculum. While we carry out the main sex education teaching as part of our wider personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where required by the National Curriculum or we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

4.2 As part of the sex education aspect of PSHE we teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. We do not teach the children about sexual intercourse, contraception or sexually transmitted infections; these are covered in secondary school.

4.3 In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the National Curriculum for Science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

4.4 In Years 5/6 we place a particular emphasis on health education, as many children experience puberty at this age. The school nurse arranges and delivers suitable teaching materials with our children in these lessons. Teachers are present throughout and do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

4.5 Parents/carers are informed via letter that specific sex education lessons are to be taught and there is an option for parents to withdraw from some or all of this content. Sample lesson plans are available to view from school.

4.6 For children reaching puberty earlier than Y5 we advise and signpost parents to additional support. Our school nurse runs regular 'drop-in' clinics where information and help can be accessed.

5 The role of parents

5.1 The school is well aware that the primary role in children's sex 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. In promoting this objective we:

- inform parents about the school's sex education policy and 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, except in so far as such education is comprised in the National Curriculum. If a parent wishes their child to be withdrawn from sex education 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, unless it is a compulsory part of the national curriculum as detailed in paragraphs 4.1 and 4.3 above.

Parents are informed by individual letter that specifically identified sex education lessons are taking place and are given the opportunity to view the teaching materials and lesson plans.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse, other health professionals and Childline give us support with our sex education programme.

7 Confidentiality

7.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be 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 they may have been a victim of abuse. In these circumstances the teacher will immediately inform the Designated Safeguarding Lead (the head teacher). The head teacher will then deal with the matter in consultation with the appropriate outside agencies.

8 The role of the head teacher

8.1 It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.2 The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

8.3 The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The Curriculum and Community Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Community 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 sex education programme that we teach in our school.

10. Pubertal Provision

Sanitary bins are placed in various places around the school.

Sanitary products are kept in the Deputy Head Teacher's room and are available from any member of staff (the child has the right to obtain these from a member of staff they feel comfortable in asking).

Intimate care for children with disabilities or special needs will be provided by designated members of staff if required (see Intimate Care Policy).

Brief Overview of coverage of SRE Topics

Year Group	Topics covered	Opportunity to withdraw
EYFS	Managing basic hygiene and personal needs (e.g. toileting and staying dry, hand washing) Understanding of family and friendships Forming positive relationships with peers and adults Understanding consequences of own actions on others, talking about feelings, working with others Understanding similarities and differences between people	No
Y1 Science	Naming and labelling human body parts	No
Y2 Science	Animal and human babies, growth Keeping ourselves healthy/personal hygiene	No
Y5 Science	Human body changes as we grow older	No
Y5 SRE	Puberty, hygiene, body changes, naming of reproductive body parts, menstruation and use of sanitary products (boys and girls split)	Yes
Y6 SRE	Puberty, hygiene, body changes, naming of reproductive body parts, menstruation and use of sanitary products (boys and girls split)	Yes
Y6 Science	Recognising that living things produce offspring of the same kind but they vary and are often not identical to their parents.	No

This policy should be read alongside the PSHE Policy.

Agreed by governors in FGB 25/1/16

Example Lesson Plans used by school nurses in delivering SRE

Lesson Plan for Puberty Teaching Session: Year 5 & Year 6 Boys.

<u>Learning Objective:</u>	For the pupils to have a greater understanding of the changes that occur throughout puberty.
<u>Resources:</u>	DVD, body changes hand-outs, flip chart paper, white board & pens, hygiene leaflets, boy leaflets, post-it notes, pens & boxes, quiz.
<u>Nursing Team:</u>	Paula Conlon-Swain, Lindsey Davies, Heather Pringle & Amy Hickie

Action:	Details:	Time:
Introductions	Introduce School Nursing Team	2 minutes
Ground Rules	Setting ground rules for session, summary of main points to be written on white board whilst talk them through with group. To remain up throughout session to re-refer to throughout session.	5 minutes
Post It/Park It	Introduce post it notes to be utilized for confidential question and answers towards end of session into box on table with verbal guidance about this.	2 minutes
Aim of Session	Verbal questioning of what pupils current knowledge already held about puberty ('where they're at').	5 minutes
Part One DVD: Changes	DVD about general body changes	20 minutes
Body Changes Hand-out	Hand-out of body changes, to be filled in by pupils with their ideas. Clarification of naming body parts.	5-10 minutes
Clarification of Body Changes	Pupil interaction with their ideas, clarification of changes with hygiene element explained for each body part. Use of flipchart labelling each part.	10-15 minutes
Part Two DVD: Boy Talk	DVD about changes to boy's body, clarification of learning taken place.	20 minutes

Question & Answer	Confidential question and answers from post it boxes and open questions from the pupils.	5 minutes
Quiz	Quiz to evaluate and summarise pupils learning during session. To be conducted as an open, verbal question and answer	5 minutes
Evaluation	Evaluation questionnaire to be completed by pupils whilst leaflets are handed out.	3-5 minutes

Lesson Plan for Puberty Teaching Session: Year 5 & Year 6 Girls

<u>Learning Objective:</u>	For the pupils to have a greater understanding of the changes that occur throughout puberty. For pupils to have an overall understanding of Sanitary products, including safety aspects.
<u>Resources:</u>	DVD, body changes hand-outs, flip chart paper, white board & pens, hygiene leaflets, girl leaflets, post-it notes, pens & boxes, quiz, sanitary products for demonstration, sanitary products to give out.
<u>Nursing Team:</u>	Paula Conlon-Swain, Lindsey Davies, Heather Pringle & Amy Hickie

Action:	Details:	Time:
Introductions	Introduce School Nursing Team	2 minutes
Ground Rules	Setting ground rules for session, summary of main points to be written on white board whilst talk them through with group. To remain up throughout session to re-refer to throughout session.	5 minutes
Post It/Park It	Introduce post it notes to be utilized for confidential question and answers towards end of session into box on table with verbal guidance about this.	2 minutes
Aim of Session	Verbal questioning of what pupils current knowledge already held about puberty ('where they're at').	5 minutes

Part One DVD: Changes	DVD about general body changes	20 minutes
Body Changes Hand-out	Hand-out of body changes, to be filled in by pupils with their ideas. Clarification of naming body parts.	5 minutes
Clarification of Body Changes	Pupil interaction with their ideas, clarification of changes with hygiene element explained for each body part. Use of flipchart labelling each part.	10-15 minutes
Part Two DVD: Girl Talk	DVD about changes to girl's body, clarification of learning taken place.	20 minutes
Sanitary Wear Demonstration	Explanation of sanitary wear, use of purse/case, different types, hygiene, disposal and safety	10 minutes
Question & Answer	Confidential question and answers from post it boxes and open questions from the pupils.	5 minutes
<p>**Quiz</p> <p>**If time allows-if not skip to evaluation**</p>	Quiz to evaluate and summarise pupils learning during session. To be conducted as an open, verbal question and answer	5 minutes
Evaluation/ Handing out leaflets/ Sanitary Wear	Evaluation questionnaire to be completed by pupils whilst leaflets/sanitary wear boxes are handed out.	3-5 minutes