



## Fairfield Primary School

### Sex and Relationship Education Policy

#### Introduction

We have based our school's Sex and Relationship Education Policy (**SRE**) on the Department for Children, Schools and Families (**DCSF**) guidance document on Sex and Relationships Education (2000). In this document SRE is defined as lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

We believe that SRE 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
- Be complementary and supportive to the role of parents/carers
- Incorporate the spiritual, moral and cultural dimensions of the Personal, Social, Health and Economic (**PSHE**) education and Citizenship curriculum

We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lifestyle choices beginning in the Early Years through to Year 6. This will prepare our pupils for the experiences and responsibilities of adult life.

#### Aims

The aim of Sex and Relationship Education is to provide pupils with age appropriate information, explore attitudes and values, help them to respect themselves and others, and equip them with the skills to make responsible and informed decisions about health and relationships, related attitudes and behaviour.

We aim:

1. To help pupils develop a positive self-image and provide them with firm foundations for later learning which will ensure that they are properly prepared for the opportunities, responsibilities and experiences of adult life.
2. To ensure our programme of study matches the emotional and physical maturity of our pupils.
3. To give pupils an understanding of the value and central role of the family in the development of love, concern and care.
4. To involve parents/carers in consultation to ensure:
  - That there is an overall understanding and agreement about what will be taught
  - Knowledge of the programme of study so that they can be effective partners and support their child's growing understanding

The objectives of SRE are to:

- develop attitudes and skills for a healthier safer lifestyle
- raise pupils' self-esteem and confidence, especially in their relationships with others
- develop pupil's respect and care for their bodies
- help pupils be prepared for puberty and adulthood



- develop pupils understanding of their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- clarify/reinforce existing knowledge
- provide the knowledge and information to which all pupils are entitled – age and stage appropriate
- ensure they have knowledge of personal safety – who to seek for help and support
- help pupils gain access to information and support
- help pupil's develop and use communication, decision making and assertiveness skills to cope with the influences of their peers and the media
- develop pupil's confidence and ability to be participating members of society and value themselves and others

### **Opportunities and Experiences**

SRE will be taught in the context of the school's wider curriculum, but will form part of the work related to Personal, Social, Health and Economic Education and Citizenship, Science and Religious Education.

In the Early Years, pupils will explore and learn about

- Stages of growth in people, animals and plants
- The caring aspects of parenthood
- The caring aspects of friendship
- Feelings in the family e.g. love, anger, sadness
- Knowledge of personal safety – who to seek for help and support (using the NSPCC Underwear Rule resources)
- Different types of families – single-parent, multi-generational, looked after children
- The anatomical names of parts of the body

The Early Years learning environment encourages imaginative role play, which may lead to questions and issues being raised about sex and relationships. These will be dealt with sensitively and appropriately using the professional judgement of the teacher. Any discussions or issues arising spontaneously will be dealt with in the same way, where it is felt necessary these discussions will be shared with parents/carers.

During Key Stage 1 pupils will learn:

- that animals including humans, move, feed, grow, and use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- identify similarities and differences between themselves and the opposite gender and treat others with sensitivity.
- that humans and animals can reproduce offspring and that these grow into adults

During Key Stage 2, pupils will learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- how to develop healthy lifestyles, begin to give reasons for their decisions/choices
- about the main stages of the human life cycle
- to understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way
- to identify some factors that affect emotional health and well being



In both Key Stage 1 and 2 questions relating to human sexuality which are not part of the planned curriculum may be likely to arise spontaneously within everyday discussion. Where appropriate, in the professional judgement of the teacher, an individual child's question will be dealt with briefly, sensitively, and truthfully during group or whole class work. The teacher will decide when a question should be answered on an individual basis and guard against giving other children inappropriate information, in either case the teacher will use anatomically correct vocabulary.

Throughout school pupils are encouraged to assert their right to protect their bodies from unwanted or unwelcome contact with others. It will also be made clear that children should speak to a trusted adult if they have any worries or concerns relating to personal matters.

***Where a member of the teaching staff in school is alerted to the possibility that a pupil is at risk of sexual abuse they will immediately follow the school's Child Protection procedures.***

The school also holds the Kidsafe accreditation. Kidsafe is a specialised child protection programme which deals with building children's confidence, self esteem and equips them with effective skills to deal with unsafe situations. Kidsafe enables children to value themselves and others and helps children make wise and healthy choices/decisions in their lives.

The following ground rules will guide all SRE content and delivery.

- Biological terms are used in all SRE lessons. Family names are not used in order to avoid confusion.
- Meanings of words are described in a sensible and factual way.
- Distancing techniques are always used. Individual people are never mentioned.
- The teacher(s) strive to provide active learning strategies, so that SRE is fun and interesting.
- Teachers strive not to avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way.
- If a teacher is asked a question that is classed as 'too sensitive' or 'too controversial' for a year group/child, they will tell the child/class that at this stage they do not feel that it is appropriate to discuss this topic.
- Teaching staff will monitor pupil questions and contributions, and refer any disclosures following the school's safeguarding procedures.
- A question box will be made available for pupils, particularly for those in KS2. The teacher can then choose to answer questions on a one-to-one basis or to the whole class.
- Older pupils are asked not to discuss the content of their SRE lessons with younger children.
- Questions are not directed at individuals. Nobody is forced into answering.
- No personal comments or put downs are permitted.

### **Specific Resources Used**

In KS1 pupils will use the BBC produced materials – Birth Care and Growth. This resource is aimed at pupils aged 5-7 and goes beyond the biology of birth and growth to look at what it means and how it feels to 'grow up'. It explores the physical changes that accompany birth and growth, along with the caring and nurturing roles of parents and siblings. There is an accompanying resource pack that will be used.



In KS2 – Years 5 and 6 - pupils will use Channel 4 produced materials aimed at pupils aged 5-11 which considers all aspects of sex and relationships, including puberty, relationships, conception and birth. This resource addresses both the emotional and physical aspects of growing up.

In addition books will be carefully chosen which are informative and are designed for each Key Stage. It is the view of the school that these materials cover the 'biological aspects' that are included in the Science National Curriculum for both KS 1 and KS2.

In respect of personal safety, teachers have access to the NSPCC Underwear Rule teaching resource which helps to deliver 'stay safe' messages for children aged 5-9 years old – see Appendix B.

### **Assessment**

- Pupils' knowledge and understanding of concepts and facts – linked to both the PSHE and Citizenship and Science teaching and learning
- The way pupils are using their accumulating knowledge and understanding to develop personal and interpersonal skills and positive attitudes and build their own learning power (BLP) e.g. through making informed judgements, maintaining positive relationships and tackling challenges and looking after personal health and safety. Pupils need to have experiences where they can learn to apply and strengthen their knowledge and skills in a variety of contexts.

In addition to assessment by teaching and support staff, pupils are given openings to self-assess, time to reflect at the end of tasks and opportunities on the insights and development knowledge, skills and understanding gained, this will help develop their own capacity as learners and promote BLP. ,

### **Equal Opportunities**

SRE is taught through both Science and PSHE and Citizenship, both subjects are taught to all pupils whatever their ability. We recognise that when teaching SRE we will be working within pupils' real life experiences. We strive to create a safe and supportive learning environment; creating an ethos of trust and open dialogue with the pupils by establishing clear ground rules, managing sensitive and controversial issues and developing a clear understanding of confidentiality.

Teachers and other adults involved in teaching Sex and Relationship Education will sometimes hear disclosures that suggest/indicate that a pupil may be vulnerable or at risk. We will ensure they receive appropriate support by implementing the Safeguarding Procedures (see Safeguarding Policy).

### **Parental Consultation**

Governors and staff will consult parents whenever this policy is under review. We recognise the parent's role in maintaining the culture and ethos of the family and helping their child/children cope with the emotional and physical aspects of growing up.

Letters will be sent to parents/carers to inform them the teaching programmes for Y2 and Y5 children, prior to them being taught. The resources used will be open for inspection for parents. A time will be allocated for parents to view these materials before they are used. Copies of this policy will be available for parents/carers on request and at meetings. Parent/carers have the right to withdraw their children from SRE except for those parts



included in the statutory National Curriculum for Science (see Appendix A). If parents wish to withdraw their child/children they should contact the executive Principal.

**Monitoring and Evaluation**

The PSHE and Citizenship subject leader in conjunction with the Science subject leader are responsible for monitoring the standards of children’s work and the quality of teaching. The subject leaders support colleagues in the teaching of Sex and Relationships by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

This policy needs to be read in conjunction with the following ‘suite’ of policies

- PSHE and Citizenship Education
- Anti-bullying
- Equal Opportunities
- Behaviour
- E-Safety
- Child Protection/Safeguarding
- Confidentiality
- Teaching and Learning

This policy was ratified by the governing body on.....

Signed..... (Chair of Governors)

Reviewed.....