

Flushing C of E Primary School Sex & Relationships Education Policy

Rationale

At Flushing Church of England Primary School we acknowledge that Sex Education and Relationships education are vital to promote health and well-being among the pupils for their lives ahead. We aim to provide a range of experiences that promote and deepen their understanding of sex and relationships education. This is supported through our aims:

- To build self-confidence and self-esteem in all learners
- To develop acceptable skills to use in a variety of social interactions
- To have self-worth; be safe and caring for ourselves and others
- To educate ourselves and others

These aims are central to the Every Child Matters agenda:

- Be healthy
- Stay safe

Equal Opportunities

We believe that all children have the right to have sensible questions answered honestly. We also believe that all children should have received factual, basic sex education as outlined in this policy, before they leave school. This is regardless of gender, religion or culture.

We also acknowledge that boys and girls may need to speak to a teacher in confidence, for example a girl who has begun her periods.

Purpose

Sex and Relationship education is the right and responsibility of the parent. The school provides sex and relationship education to support the parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic PSHEC curriculum with regard to sex and relationship education, they have a right to withdraw their child/children from those aspects of sex and relationship education not covered by the National Curriculum Science Order.

The aims of Sex Education:

Based on the above definition, the aims of SRE are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occurs to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Content of the school SRE programme:

The content of the school SRE programme is based upon the National Curriculum Science order and the non-statutory guidance for PSHEC as contained in the National Curriculum Handbook for Teachers. 0116/2000 a summary of which follows:

3.3 At primary school level, SRE should contribute to the foundation of PSHEC by ensuring that all children:-

- *Develop confidence in talking, listening and thinking about feelings and relationships;*
- *Are able to name parts of the body and describe how their bodies work;*
- *Can protect themselves and ask for help and support*

· Are prepared for puberty:
National Curriculum Science:
KS2

1 a) that the life processes common to humans and other animals include nutrition, growth and reproduction

2 f) about the main stages of the human life cycle

National Curriculum Science:
KS1

1 that animals, including humans, move, feed, grow, use their senses and reproduce
2 to recognise and compare the main external parts of the bodies of humans and other animals

3 that humans and other animals can produce offspring and that these offspring grow into adults

4 recognise similarities and differences between themselves and others, and to treat others with sensitivity

The content of SRE is revised and considered each year by the class teacher in light of the children involved, though the outcomes for each year group are kept the same.

The school will inform parents by newsletter of when SRE will occur outside of the Science Curriculum, giving access to the programme of study and the right of withdrawal.

Key Stage 1

The children will explore how to keep their bodies clean, what happens when they grow and who can help care for them. They will learn the biological names for the parts of their bodies and the differences between boys and girls.

Lower Key Stage 2

The children will consolidate previous learning and continue to explore the ways in which males and females are different. This leads into a basic introduction to puberty and the ways our bodies change.

Upper Key Stage 2

Previous learning will be re-capped and this will lead into learning about the parts of the reproductive system and their functions. During years 5/6 children will finish leave with an ability to explain factually how a baby is conceived as well as being aware of the changes that will happen to their bodies throughout puberty.

The delivery of SRE:

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.

Methods and Teaching Resources:

In the delivery of SRE teachers will use a variety of teaching methods and resources which are age appropriate and taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning used.

Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE. We have been guided in the purchase of these materials by the county advisor for PSHE and the Health Promotion Unit. A scheme called The Christopher Winter Project offers a backbone structure to the lessons taught in SRE.

Monitoring and Evaluating SRE:

As a team, the teachers will:

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHEC;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the school programme.

Dealing with sensitive issues:

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- 1 No-one (teacher or pupil) will have to answer a personal question.
- 2 No-one will be forced to take part in a discussion.
- 3 Only the correct names for body parts will be used.
- 4 Meaning of words will be explained in a sensible and factual way.
- 5 Teachers should use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

NB Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school policy in this matter to the letter.

Parental right to withdraw from SRE:

As previously stated, parents have the right to withdraw their pupils from SRE **that falls outside** the National Curriculum Order for Science. In order to do this, the parent must discuss this with the class teacher before the programme starts. Parents will be given notice of SRE lessons outside of the Science orders, including the date that the lessons will be taught. The teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If they wish, the parent may speak with the PSHE co-ordinator who can explain in more depth the progression of SRE within the school and the reasons for the lessons. If the parent still wishes to remove their child from these lessons, the pupil will be withdrawn from the classroom during SRE and placed in another class where suitable work will be provided by the child's class teacher and where the child may be supervised. Parents will be given the DfE support pack for parents who withdraw their children for SRE as presented in the schools basic curriculum.

Parents also have the right to view the teaching resources, including videos that will be shown to their child. The class teacher or the PSHE co-ordinator can arrange for these to be viewed at a mutually convenient time.

A copy of this policy will be made available to all parents who request it.

This policy was adopted by governors in the **Autumn Term 2013.**

It will be reviewed according to the policy cycle.