

Ashleigh Primary School and Nursery, Wymondham

*"We are all stars: Ashleigh makes us shine"*



## **SEX AND RELATIONSHIP EDUCATION POLICY**

**Persons Responsible – Headteacher**

**Date of Policy: March 2019**

**Next Review Due: March 2020**

**Adopted by Full Governing Body**

**Signed .....**

**Date .....**

**Chair of Governors**

***Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.***

# SEX AND RELATIONSHIP EDUCATION POLICY

At Ashleigh Primary School & Nursery, we understand the importance of educating pupils about sex and relationships in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

**It will be reviewed annually to ensure we are meeting the needs of our current pupils.**

## Aims

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

## Legislation

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stage 1 and 2' 2013 (see Appendix 1)

## Organisation of the programme

Our sex and relationship education programme will be developed in conjunction with the views of the teachers, pupils and parents by the Deputy head teacher, in accordance with DfE recommendations. **It is tailored to meet the age and the physical and emotional maturity of the children.** To understand what is covered within the programme, please see Appendix 2.

## Delivery of the programme

The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum (see Appendix 2 for teaching strategies).

Classes may be taught in gender-segregated groups depending on the nature of the topic being delivered at the time. It may also be particularly important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

### **How will 'relationships' be defined?**

Within SRE, children will learn about different families including: same-sex marriages, single-parents and expanded families etc. They will learn the value of family life, marriage and stable and loving relationships for the nurture of children. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

### **Sexual identity and sexual orientation**

Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. The Sex and Relationship Education Guidance, 2000 states that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

### **Addressing cultural differences**

It is important to ensure this policy is culturally appropriate and inclusive of all children. Parents and carers will be consulted and the content of the programme will be shared to establish what is culturally appropriate and acceptable. E.g. for some children it is not culturally appropriate to address particular issues in a mixed group.

### **SEN**

Teachers may need to plan lessons differently to meet the individual needs of children with special educational needs. It is important to take care not to marginalise sex and relationship education. It is also important that students with special educational needs are not withdrawn from health education so that they can catch up on National Curriculum subjects.

### **Working with Parents / Carers**

At Ashleigh Primary School & Nursery we understand that the teaching of some aspects of sex and relationship education may concern some parents/carers. Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

Parents/ carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents / carers.

### **Parents who withdraw their children**

At Ashleigh Primary School & Nursery, we respect the legal right of parents/carers to withdraw their child from all or part of the sex and relationship programme, except for those statutory parts included in the science national curriculum (see Appendix 1).

### **Members of the wider community**

We recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. Anyone coming into school to help deliver the programme is made aware of the school's policy and abides by it.

### **Equal Opportunities**

Ashleigh Primary School & Nursery understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that they may have.

We are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

### **Confidentiality**

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as possible. Teachers must, however alert designated safeguarding lead about any suspicions of inappropriate behaviour or potential abuse as per our Child Protection Policy and Procedures inc. Safeguarding.

### **Bullying incidents**

At Ashleigh Primary School & Nursery, we have a zero approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents. These incidents will be dealt with following the process in our Anti-bullying policy.

### **Monitoring and Review**

The policy will be reviewed by the Headteacher in conjunction with the Deputy Headteacher on an annual basis to ensure the needs of the current individual pupils are met. Any changes to the policy will be communicated to all members of staff and parents.

## Appendix 1 – Science National Curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"><li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li><li>• To recognise and compare the main external parts of the bodies of humans.</li><li>• That humans and animals can produce offspring, and they grow into adults.</li><li>• To recognise similarities and differences between themselves and others.</li><li>• To treat others with sensitivity.</li></ul>
Key stage 2	<ul style="list-style-type: none"><li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li><li>• About the main stages of the human life cycle.</li><li>• To describe the changes as humans develop to old age (changes during puberty).</li></ul>

## Appendix 2: Coverage

**See Teaching SRE with Confidence in Primary Schools lesson plans and resources**

### **Appendix 3: Teaching Strategies for SRE**

There are a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods and appropriate materials; and
- encouraging reflection.

#### **Ground rules**

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

#### **Distancing techniques**

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment. Some of these methods are listed below under discussion and project learning.

#### **Dealing with questions**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected.

For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will

feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and

- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

### Discussion and project learning

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

### Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?