

# **Sex and Relationship Education Policy**

**Oxford Gardens  
Primary School**



Last review date: September  
2018

Next review date: September  
2019

## **1. Philosophy**

At Oxford Gardens we are striving towards ensuring that all our pupils have the essential knowledge, skills, understanding and attitudes to enable them to achieve in a changing world. Our aspirations for our children throughout the 21st Century encompass technology and the development of learning communities where education is viewed as a lifelong activity. At Oxford Gardens, high standards of teaching and learning underpin a commitment to success for all, where everyone feels safe, valued and fulfilled.

At Oxford Gardens we shape our curriculum to inspire and create learners who are successful, independent, confident and responsible. We aim to provide a secure and caring atmosphere where moral and spiritual values are developed throughout the whole curriculum. We believe that by developing the 'whole person' we will enable individuals to lead a rewarding, satisfying and fulfilling life. As a school we believe we have an important role to play in the formation of children's attitudes, encouraging a positive and confident view with regard to self and relationships with others. We seek to provide an environment of safety and care that supports children as they grow and learn.

At Oxford Gardens Primary School we believe that effective SRE is essential to enable children to make informed decisions about their lives. It is the lifelong learning about physical, moral and emotional development, and is integrated within our PSHE curriculum. Throughout the school this area of the curriculum is taught within the framework of moral values and family life.

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Honesty.
- Accepting the responsibility for the consequences of own actions.
- The right of people to hold their own views.
- Not imposing our views on other people.
- The right not to be abused by other people or taken advantage of.
- The right to accurate information about sex and relationship issues.

The programme that we are using is The Christopher Winter SRE Scheme. Our programme will provide information which is easy to understand and is relevant and appropriate to the age, stage and maturity of each pupil. SRE is a developmental programme and common starting levels cannot be assumed. In addition, SRE will promote children's self-esteem and emotion wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

According to Sex and relationship guidance, DFE 2000, Sex and relationship education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

**Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

**Personal and social skills:**

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness.
- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

**Knowledge and understanding:**

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the :
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Inclusion Policy
  - Special Educational Needs Policy
  - Drugs Education Policy
  - PSHE & Citizenship Policy
  - Behaviour Policy
  - Anti-bullying Policy

- Emotional Health & Well-being Policy
- Child Protection Policy

## **2. Aims**

Within the context of the above we aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE). Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also 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. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

We aim to promote health education through our participation in the National Healthy School Standard scheme. As participants in this scheme we:

- consult with parents on matters of health education policy
- support staff to deliver elements of the programme;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.
- develop our children's confidence in talking, listening, and thinking about feelings and relationships.
- support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

## **3. Process of Policy Development and Consultation**

This policy is descriptive of current practice in our school in both Sex and Relationship Education (SRE). It has been developed through a consultation process to reflect the needs of pupils, staff, parents and governors. This descriptive document was circulated to all relevant parties. Reference has been made to the following documents:

- Sex and Relationship Guidance, DfEE July 2000
- Sex and Relationships, Ofsted HM1433, 2002

## **4. SRE provision**

The PSHE is developed through four broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people. This fostering of confidence in talking, listening, and thinking about feelings and relationships, is taught throughout the year as an ongoing element of the PSHE curriculum. Other curriculum areas may also include opportunities for discussions eg through the International Primary Curriculum (IPC).

We teach SRE through different aspects of the curriculum and aim to make cross curricular links. Whilst the main sex and relationship education teaching is in our PSHE curriculum and in Year 6 in the 'Growing Up' theme within the IPC, we also teach some aspects through other subject areas e.g. Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding.

The following statutory attainment targets form part of our SRE programme, and are delivered through the IPC and the National Curriculum Science Programme of Study. At the end of each key stage most children will:

- know that animals, including humans, have offspring which grow into adults (KS1)
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (KS1)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (KS1)
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (KS2)
- describe the life process of reproduction in some plants and animals (KS2)
- describe the changes as humans develop to old age (KS2)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (KS2)

These elements will be taught as part of the Science curriculum but may also arise in many curriculum areas covered within the IPC (eg 'Growing Up' theme). The following have also been identified as experiences that may contribute to the 'hidden curriculum' within our school life. They will form the basis of the PSHE curriculum, be shown in the way we live together as a community, and be supported by our Behaviour Policy.

#### Human Growth and Development

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

#### Parenting, Families, Life Cycle

- Know that babies have special needs.

- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and be able to talk about emotions involved.

#### Relationships

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

#### Sexuality, Sexual identity, Self esteem

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

#### Child Protection and Safety

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.

#### Personal and Social Skills

- Encourage discussion about emotions.

### **5. Content**

See Christopher Winter scheme of work for details.

The following learning outcomes are offered by Ofsted, following Dfes guidance, to give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE.

#### **By the end of Key Stage 1**

##### Pupils will be able to

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

##### Pupils will know and understand

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy

- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

**By the end of Key Stage 2**

Pupils will be able to

- Express opinions, for example about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and wellbeing and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes

- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together

#### Pupils will have considered

- The diversity of lifestyles
- Others' points of view including their parents or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and community
- The need for trust and love in established relationships

### **6. Teaching Methods and Resources**

A variety of active learning methods which involve children's full participation are used within SRE lessons. SRE normally takes place within the classroom provision of mixed-gender classes, however grouping children according to their gender to be given opportunities to discuss issues where they may be more comfortable, may be a consideration at certain times.

A key principle of effective SRE is the involvement and participation of pupils. Working from where the children are at is the key to meeting children's needs. Each class of children is different, has a different level of knowledge and will have different concerns. SRE must be flexible and varied to meet these differing needs.

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- assessing children's current knowledge and concerns;
- creating a safe environment;
- role play and drama;
- class discussion;
- group discussion;
- circle time;
- reflection time.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. Staff will aim to answer children's questions in an honest, direct and truthful manner in accordance with the school ethos. To this end ground rules are agreed at the start of each lesson in order to provide



a common framework within which to teach and deal with issues. Examples are as follows:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct terminology will be used.
- An anonymous question box may be used at the same time as sex education lesson delivery. Judgement as to which questions are answered would be based on relativity to the programme.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Head teacher.
- If a question or comment raises an issue of Child Protection, the Head teacher/Child Protection Officer should be informed so that Child Protection procedures can be followed.
- Resources used in school include various age-appropriate resources, materials and books, which have been endorsed as appropriate.

If a member of staff is extremely uncomfortable teaching SRE then provision will be made for another teacher that is known to the children to deliver the SRE.

## **7. Evaluation and Monitoring**

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform the planning of future work. The school is currently developing a suitable form of assessment for PSHE, which would include aspects of SRE, to ensure that what is taught is meeting the age-appropriate needs of the children.

## **8. Roles and Responsibilities**

The PSHE Co-ordinator is responsible for the following:

1. In the light of statutory curriculum changes and nationally determined priorities, to monitor school practice that will lead to the writing of a policy and scheme of work.

2. To keep up to date with developments in the subject by attending INSET, workshops, Support Groups, accessing books and other literature, and sharing this information with colleagues.
3. To bring to the attention of the Head teacher possible developments in the subject.
4. To share expertise and subject knowledge by leading INSET, workshops, and staff meetings.
5. To order, monitor and develop resources, keeping them well organised, labelled and accessible.
6. To advise colleagues on appropriate planning, teaching methods, activities and resources.
7. To lead by example by showing good practice through joint planning, team teaching, working alongside colleagues, and modelling good practice.

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the SRE 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 SRE effectively and handle any difficult issues with sensitivity.

The PSHE coordinator liaises with external agencies regarding the school SRE 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.

The PSHE coordinator monitors this policy on a regular basis and reports to Governors, when requested, on its effectiveness.

## **9. Role of Parents**

The prime responsibility for raising children rests with parents. Schools should therefore recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which maturity brings. The teaching offered by schools should be complimentary and supportive to the role of parents. We wish to build a positive and supporting relationship with the parents of children through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice through, for example, the website, parent workshops etc;
- 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 SRE in the school;
- Inform parents about the best practice known with regard to SRE, 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.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents have the right to withdraw their children from SRE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from SRE lessons, we ask that they discuss it with the Head Teacher or PSHE lead, to be clear about what their child will do when they are withdrawn from the lessons.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We should like to make clear that even when a pupil has been withdrawn from SRE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

As a school we firmly believe that having regard to parents' views about SRE content and presentation, lessons the likelihood that parents will wish to exercise their right of withdrawal.

### **10. Working with outside agencies**

We encourage other valued members of the community to work alongside us to provide advice and support to children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, offer valuable support and skills within our SRE programme. Other people that we call on include religious groups, community members, social and youth workers.

Whenever an external speaker is going to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the SRE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

### **11. Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum within our

school. Pupils with special educational needs and pupils with English as their second language receive additional support where appropriate.

Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

Furthermore, as a diverse multi-cultural school, we seek to make provision for the varying values and beliefs of those who comprise our school community bearing in mind current legislation.

### **12. Pastoral support for pupils**

All members of staff are approachable to discuss sex and relationship issues with the children. However, if a child makes a reference to being involved, or is likely to be involved in sexual activity then the member of staff 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 responsible adult will talk to the child as a matter of urgency. If the adult has concerns, they will draw these to the attention of the Head teacher/Child Protection Officer and record any evidence that supports their concerns. The Head teacher will then deal with the matter in collaboration with the Inclusion Manager and strictly following Confidentiality Procedures. All children have self referral access to the school councillor should the need arise.

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that a child or anyone else is at risk from harm.

### **13. Dissemination of policy**

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is available on the schools staff drive for all individual members of the teaching staff and is shared on the school website for all other members of the school community.

### **14. Review**

This policy has been agreed by Staff and Governors of Oxford Gardens Primary School and will be reviewed annually in the light of new legislation/school developments.