

Shoreham Beach Primary School



Sex & Relationship Education Policy

Revised: September 2017

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Sex and Relationship Education Policy

At Shoreham Beach primary we base our SRE (Sex and Relationship Education) Policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000).

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and stable relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims and Objectives

Sex and relationship education, as part of the PSHEE Curriculum, consists of three main strands; attitudes and values, personal and social skills and knowledge and understanding. We teach pupils, appropriately to their age, about:

- The physical development of their bodies as they grow into adults and the emotional changes that can occur
- The way humans reproduce
- To be prepared for puberty and adulthood
- Exploring related values, attitudes and moral questions and respecting the views of other people

Context

We teach sex and relationship education in the context of the school's aims and Teaching for Learning policy, with an awareness of the underpinning values in our school. In particular we teach sex and relationship education in the belief that:

- Children should be taught to have respect for their own bodies
- Children should learn about their responsibility to others, and be aware of the consequences of their actions
- It is important to build positive relationships with others, involving trust, respect and commitment
- Sex education should be taught in the context of marriage and family life
- SRE is part of a wider social, personal, spiritual and moral education process
- Individuals should have the opportunity to develop skills; knowledge and understanding, and values and attitudes for life

Organisation

We teach sex and relationship education through different aspects of the curriculum. While we carry out most teaching through our personal, social, health and citizenship education (PSHCE), some is also covered in other subject areas (for example, science and PE) where we feel they contribute significantly to a child's understanding of his or her own body and how it is changing and developing.

In PSHEE we teach children about relationships and they are encouraged to discuss issues. We teach about parts of the body and how they work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

Generally PSHEE, including SRE will be taught as a whole class, with boys and girls together. Occasionally boys and girls may be separated to discuss specific issues, but the coverage will be the same. A teacher may break the class into smaller groups within the class or to speak to an individual as appropriate.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHEE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. IN PSHEE they will learn about the importance of personal hygiene to maintain good health. They will also learn about the differences between males and females (including the different body parts) and start to use the associated terminology. In RE and PSHEE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby. (Years 5 and 6)
Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHEE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

From Year 4, we begin to introduce health education, as children can begin to experience puberty from this age, more emphasis on menstruation and health education will be given to Years 5 and 6. We liaise with the Local Health Authority about suitable teaching materials. Teachers 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.

A range of teaching methods which involve the children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

The Role of Parents and Carers

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of the pupils at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform parents about the school's Sex and Relationship Education policy and practice
- Inform parents about the topics planned to be covered in Sex and Relationship Education, including puberty, menstruation, marriage and families
- Answer any questions that parents may have about the sex education of their child
- Support parents in teaching their children about sex, relationships and growing up
- 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 at 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.

Parents have the right to withdraw their child from all or part of the planned sex education programme, apart from those aspects taught as part of the National Curriculum for Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, making 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/carers in this regard.

The role of other members of the community - to enhance the planned learning curriculum of SRE within PSHEE

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, give us valuable support with our sex and relationship education programme. We also support very strong links with the local church and community including the Vicar and Youth Workers.

The role of the teacher

Teachers cannot offer pupils unconditional confidentiality. (See Child Protection Policy)
Teachers should inform the Headteacher, parents or the school nurse as appropriate over issues that may be raised. If in doubt Teachers should discuss concerns with the Headteacher.

Staff are expected to work within this policy. Teachers need to help children develop confidence in talking, listening and thinking about issues to do with sex and relationships. Teachers can use a range of strategies to help them do this, including establishing clear ground rules, introducing 'distancing' techniques, (an anonymous question box?) making use of discussion and drama and encouraging reflection. Teachers will endeavor to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

The role of the Headteacher

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

The Headteacher 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.

The Headteacher monitors this policy regularly, reporting to Governors when requested on the effectiveness of the policy.

Monitoring and review

The SRE Curriculum is monitored by the PSHEE Co-ordinator, the Headteacher and the Learning Committee of the governing body, as part of the PSHEE Curriculum.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Coco Swanson
PSHEE Subject Leader

09.01.15

Which year group.	When	Topics to be covered	Possible new vocabulary encountered.
Year 1	Spring term	<p>To understand some basic hygiene principles.</p> <p>To introduce the concept of growing and changing</p>	<p>Penis Vagina Gender</p>
Year 2	Summer Term	<p>To introduce the concept of male and female and gender stereotypes</p> <p>To identify differences between males and females - animals /boys and girls</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>To focus on sexual difference and name body part</p>	<p>Similar Different Sex Gender roles Stereotypes Male Female Body parts Penis Vagina</p>
Year 3	Spring term	<p>To explore the differences between males and females and to name the body parts</p> <p>To consider touch and to know that a person has the right to say what they like and dislike</p> <p>To understand that all families are different and have different family members</p>	<p>Similar Different Male Female Body parts Penis Vagina Private Comfortable Uncomfortable Touch Fostering Adoption Gender Stereotypes</p>
Year 4	Summer term	<p>To explore the human life cycle</p> <p>To identify some basic facts about puberty, reproduction and pregnancy</p> <p>To learn about the physical changes during puberty</p>	<p>Puberty Lifecycle Reproduction Physical Pregnancy Breasts Sperm Egg</p>

			Pubic hair
Year 5	Spring term	<p>To explore the emotional and physical changes occurring in puberty</p> <p>To understand male and female puberty changes in more detail</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p>	<p>Puberty</p> <p>Physical changes</p> <p>Emotional changes</p> <p>Moods</p> <p>Menstruation</p> <p>Periods</p> <p>Tampons</p> <p>Sanitary towels</p> <p>Wet dreams</p> <p>Semen</p> <p>Erection</p> <p>Sweat</p> <p>Breasts</p> <p>Spots</p> <p>Pubic hair</p> <p>Facial hair</p> <p>Underarm hair</p> <p>Sexual feelings</p>
Year 6	Summer	<p>To consider puberty and reproduction</p> <p>to consider reproduction in the context of relationships</p> <p>To explore the process of conception and pregnancy</p> <p>To appreciate what being a parent involves.</p>	<p>Womb</p> <p>Sperm</p> <p>Egg</p> <p>Conception</p> <p>Fertilisation</p> <p>Pregnancy</p> <p>Sexual intercourse</p> <p>Twins</p> <p>Fostering</p> <p>Adoption</p> <p>Relationship</p> <p>Friendship</p> <p>Love</p> <p>Consent</p> <p>Intimacy</p>