

# Grayshott C of E Primary School

## Sex and Relationship Education Policy

### Statutory Policy

Approved in Curriculum Committee: Summer 2015

Ratified at FGB: Summer 2015



### Linked documents:

- See linked policies on page 11 of this document

# Sex and Relationship Education Policy

## Grayshott C of E Controlled Primary School

Grayshott Primary School is a place where children are able to learn and play in a stimulating, secure and caring background. As a voluntary controlled church school we have a strong Christian ethos that underpins the belief that every child is valued and underpins the philosophy of the teaching of the SRE curriculum.

The Governing Body have drafted this policy in consultation with all stakeholders. On ratification by the Full Governing Body, this policy is thereby incorporated into the school's curriculum. All members of the Curriculum Committee are welcome to attend the parent's information evenings regarding the delivery of this curriculum.

The Governing Body shall review this policy on an annual basis in the Summer term. A written record of any pertinent comments made by stakeholders will be kept by the Head Teacher and will be considered at the annual review, unless the Head teacher considers an earlier contemplation is required. Such comments are to include the intended annual feedback by pupils in years 5 and 6 on SRE in the school.

*Governors and head teachers should discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom. Sex and Relationship Education Guidance Date of issue: July 2000 Ref: DfEE 0116/2000 (DfEE 0116/2000)*

### **Definitions and terminology:**

The term sex and relationships education – SRE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships

*[SRE] is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.*

#### **attitudes and values**

- *learning the importance of values and 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 understanding moral dilemmas; and*
- *developing critical thinking as part of decision-making.*
- personal and social skills*
- *learning to manage emotions and relationships confidently and sensitively;*
- *developing self-respect and empathy for others;*
- *learning to make choices based on an understanding of difference and with an*

- *absence of prejudice;*
- *developing an appreciation of the consequences of choices made;*
- *managing conflict; and*
- *learning how to recognise and avoid exploitation and abuse*

**knowledge and understanding**

- *learning and understanding physical development at appropriate stages;*
- *understanding human sexuality, reproduction, sexual health, emotions and relationships;*
- *learning about contraception and the range of local and national sexual health advice, contraception and support services;*
- *learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and*
- *the avoidance of unplanned pregnancy. (DfES 0116/2000),*

**Aims and objectives of our SRE curriculum:**

*At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship 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; and*
- *are prepared for puberty(DfES 0116/2000),*
- 

At Grayshott Primary School our Aims and Objectives are:-

- to support parents and carers (as the principal providers of SRE to their children) by providing a complementary programme of SRE based on our Christian ethos and the views of the majority of parents, pupils and staff
- to teach the importance of respect, love and care.
- to ensure the nature of love is central to any discussion on relationships. That is; that God’s unconditional love, His forgiveness, His commitment, His grace to bring change, the qualities of holiness and faithfulness and the power of the Holy Spirit are the underpinning of human relationships because they are at the root of God’s relationship with us.
- to provide knowledge and information to which all pupils are entitled. This includes, the main stages of the human life cycle, both growth and reproduction.
- to raise pupils’ self-esteem and confidence especially in their relationships with others
- to inform pupils sufficiently, so that they can make sensible choices at the appropriate time
- to inform pupils sufficiently so that they can make sensible choices as an adult
- to develop the skills to be effective in relationships
- to promote respect for themselves and others in the community
- to ensure pupils understand changes that will take place in their own bodies
- to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- to teach about the importance of marriage and stable relationships as key building blocks of community and society whilst being sensitive to those children whose families don’t meet this ideal.
- to be aware, acknowledge and respect that there are different types of loving relationships other than marriage.
- to ensure pupils appreciate the responsibility of parenthood and significance of family life in bringing up children
- to inform about the implications and risks associated with some behaviour and to promote responsible behaviour

- to include children with SEN/learning difficulties
- to provide a foundation for further work in Secondary school
- to prevent and remove prejudice

## **Where and to whom the policy applies:**

This policy applies to:-

- All pupils, ensuring particularly that the needs of boys as well as girls are met. Also that matters raised by ethnic and cultural diversity, varying home backgrounds, sexuality and special educational needs of pupils are met.
- All Staff
- All Parents and Carers
- All Governors
- The School Nurse
- Any other outside agency brought in by the school to assist with SRE

## **Organisation of the PSHCE programme:**

The PSHCE Leader is responsible for co-ordinating the SRE programme and ensuring it implements the principles of the SEAL programme.

At Grayshott CE Primary School we believe that the teaching of sex and relationship education is not just a separate subject taught in isolation. It is met throughout the school year, through various curricular and non-curricular areas e.g. assemblies, break-times encouraging appropriate behaviour, developing relationships with children and adults of both sexes through everyday interaction in a school day and through many teaching resources.

The discrete Year 5 and 6 SRE programme will be delivered in class in school by class teachers working together (following policy guidance), with the use of support staff.

Teaching Methods to be used include (but are not limited to):-

- Single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher.
- Active learning methods which involve children's full participation will be used. This includes the use of:-
  - quizzes,
  - case studies,
  - research,
  - Channel 4 DVD (See appendix 1),
  - small group discussion
  - Class and single gender group discussions. Discussion guidelines include:-
    - Pupils should be given preparation so that they know how to handle or minimise embarrassment.
    - No one should be forced to take part in any discussion or offer written answers to questions that make them uncomfortable.
    - Pupils should only be asked to offer verbal answers to questions if they volunteer a response.
    - The correct names for body parts should be used, however teachers will acknowledge slang words.
    - Meanings of words must be explained in a sensible and purely factual way.
- Question box.

- This is designed to allow children to ask questions anonymously.
  - These will be answered honestly and as fully as it is felt the children can comprehend.
  - There may be anonymous questions which a teacher doesn't want to answer (because it is not age appropriate) in front of the whole class. In this situation, the teacher will advise the class that s/he is aware that there are outstanding questions and that s/he will arrange for those children, who wish it, to have a one to one talk with the school nurse and suggest they discuss it with their family / guardian
- o Distancing Techniques
- Teachers should set the tone by speaking in a matter of fact way that does not encourage silliness (pupils will usually take the lead from the teacher in this area).
  - Teachers should establish clear parameters about appropriateness before hand.
  - Sometimes during SRE, a child may ask an explicit or difficult question in the classroom.
  - Difficult questions do not have to be answered immediately, it may be more appropriate to see the child individually later or to refer the question to the school nurse.
  - The teacher using their professional skill and discretion **may** deal with explicit or difficult questions if they consider it appropriate in the circumstances, even if such questions relate to matters which this policy states are to be left until KS3.
  - The teacher using their professional skill and discretion may choose **not** to deal with explicit or difficult questions if they consider it inappropriate in the circumstances, even if such questions relate to matters which this policy states are covered in KS1 or KS2.
  - The member of staff must use their discretion or refer to the child protection officer if they are concerned with the question/answer. **Teachers will refer to the Child Protection Officer if they are concerned about any issues. Parents will be informed if necessary. Teacher's confidentiality should be maintained unless the issues raised are a concern. This should be read in conjunction with Grayshott CE Primary School Confidentiality Policy**
  - Teachers should not answer personal questions and pupils should be informed that this type of question is inappropriate.
  - Pupils should not be asked personal questions.
  - Whilst working generally with a class, the teacher or nurse will not give specific advice to any child

## Staff support and training:

The governors acknowledge that the effective teaching of SRE, within the PSHCE framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

## The needs of pupils:

The following policies illustrate the school's commitment to ensuring that the SRE meets the needs of ALL pupils:-

Equal Opportunity Policy

Special Needs Policy

Social Inclusion Policy

The school takes its role in the promotion of pupil well being seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs

If staff need advice on issues raised during the teaching of this part of the curriculum, members of the Local Health Authority, such as the school nurse and other health professionals, will be asked to give the staff support with our SRE programme. Adequate and sensitive arrangements are in place to help girls cope with menstruation and requests for sanitary protection.

## Involvement of parents/carers

*We believe that parents need to be better supported to play a bigger role in educating their children about sex and relationships, in particular so that parents can reflect their own values in the way they discuss these issues. (2008 Review)*

The Governors and Staff at Grayshott Primary School strongly believe that the fundamental role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and co-operation. To promote this objective we:

- invite parents of the pupils in years 5 and 6 to view the DVD (appendix 1) and we explain the content and philosophy of the SRE programme before the start of the discrete programme.
- inform parents about the school's sex education policy and practice;
- 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 about the arrangements for sex education in the school;
- Ensure that this SRE policy is readily available to parents.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school except for the aspects from the National Curriculum in Science as detailed in this policy. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make 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 in this regard.

## **Confidentiality:**

There will be rare occasions when a primary school teacher is directly approached by a child who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head Teacher will then deal with the matter in consultation with health care professionals (see also our policies on Child Protection and Confidentiality).

## **Linked policies:**

Child Protection  
Confidentiality  
Equal Opportunities  
Special Needs  
Social Inclusion  
Health and Safety  
Behaviour  
Spiritual, Moral, Social and Cultural Development  
Staff Appraisal  
Monitoring and Evaluation  
Teaching and Learning  
PSHCE

## **Dissemination of the policy:**

- A copy of the ratified policy will be uploaded to 3067Staff Room on WizKid. (Clerk's responsibility). This allows all staff access to the same together with the facility to comment upon the policy. All such comments will be taken into account at the next review of this policy.
- The existence of the new policy will be drawn to the staff's attention at the next staff meeting. (Headteacher's responsibility).
- The policy will be uploaded to the Governors' Room on Wiz Kid and therefore accessible to all governors at any time. (Clerk's responsibility).
- The policy will be placed in the Governors' Statutory Policies File which is kept in the Headteacher's office at the school. (Clerk's responsibility to send to school's admin officer).
- The policy may be placed on the school website in PDF format so that it may be downloaded by all with internet access. (Clerk's responsibility to send to web-site designer/administrator).
- Paper copies will be provided by the school office on request. A large number of paper copies will incur a photocopying charge.

# **Sex and Relationship Education Policy**

## **Grayscott C of E Controlled Primary School**

### **Appendix 1 – Content of Channel 4 DVD**

**Year 5 will be shown the following parts of the DVD:**

#### **Living and Growing – Unit 2**

Sex and Relationship Education for 7–9 year olds

##### Programme 4 – **Changes**

###### **Aims**

- To introduce children to the physical and emotional changes that occur during puberty
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control

##### Programme 5 – **How Babies Are Made**

###### **Aims**

- To explain how babies are made
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships

##### Programme 6 – **How Babies are Born**

###### **Aims**

- To explain how a baby develops in the womb during pregnancy and how babies are born
- To consider the needs of babies before and after birth
- To enable children to reflect on roles and relationships in the family

**Year 6 will be shown the following parts of the DVD:**

#### **Living and Growing – Unit 3**

Sex and Relationship Education for 9-11 year olds

##### Programme 7 – **Girl Talk**

###### **Aims**

- To consider the physical and emotional changes that take place as girls go through puberty
- To address the concerns and worries of young women
- To make boys more aware of the changes that occur as girls become young women

##### Programme 8 – **Boy Talk**

###### **Aims**

- To consider the physical and emotional changes that take place as boys go through puberty
- To address the concerns and worries of young men
- To make girls more aware of the changes that occur as boys become young men

##### Programme 9 – **Let's Talk About Sex**

###### **Aims**

- To consider how sex is presented in the media
- To consider sexual stereotyping
- To reassure pupils that their changing emotions are a normal aspect of puberty



# Sex and Relationship Education Policy

## Grayshott C of E Controlled Primary School

### Appendix 2

#### Contentious Issues considered in the drafting of this policy

##### **A.The Christian ethos of the school and how this is best represented by this policy**

*Schools of a particular religious ethos may choose to reflect that in their sex and relationship education policy (DfEE 0116/2000)*

We teach sex education in the context of the school's aims and values framework. While sex and relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage and family life
- sex education is part of a wider social, personal, spiritual and moral education process
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control

##### **B.The content of the Sex and Relationship education which is to be provided within the school.**

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will take account of, and be sensitive to, different viewpoints. It will be based on our school's Christian ethos. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

We have decided to continue to use the Channel 4 DVD (Appendix 1), but have noted the reservations expressed by some parents and so shall ensure that the religious ethos of the school is upheld in the other methods of delivery of the discrete SRE programme.

##### **C.Emphasis on marriage as the cornerstone for starting a family**

In line with our Church Of England Christian ethos and values there will be an emphasis on loving relationships ideally within marriage as the cornerstone for starting a family.

No child will be given the impression that his or her home situation is "wrong" if different to the ideal which is being portrayed.

##### **D.Homosexuality/homophobia**

The school DVD (as our teaching input) acknowledges that there are loving relationships other than heterosexual, however as a CofE school there will be an emphasis on loving relationships and that there are a range of relationships.

## **E. The age at which aspects of the SRE will be taught**

Our approach is always conducted within a clear morals and values framework based on the principles of stable and loving relationships that involve respect, empathy and personal rights. Teaching content and pace is aimed at being at a level and rate appropriate to the needs and maturity of the pupils.

## **F. Parents' views of SRE**

*Governing bodies and head teachers should consult parents in developing their sex and relationship education policy to ensure that they develop policies which reflect the parents' wishes and the culture of the community they serve (DfEE 0116/2000)*

The primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supportive relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we will:

- o · inform parents about the school's sex education policy and practice;
- o · answer any questions that parents may have about the sex education of their child;
- o · take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- o · encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- o · inform parents about the best practice known with regard to sex education, 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 about their changing bodies and their increasing responsibilities.

## **G. The school's justification for teaching beyond the National Curriculum.**

*Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity (DfEE 0116/2000)*

*There needs to be a stronger focus in SRE on "relationships" and the skills and values that young people need as they progress through childhood and adolescence, into adulthood. The Review of SRE in Schools, A report by the External Steering Group (2008) (2008 Review)*

Ofsted Tellus 2 survey in November 2007 reported that – from a range of issues where children and young people were asked to say whether they needed more advice and support – information about sex and relationships scored highest – above issues such as substance misuse, smoking and healthy eating.

## **H. Sexually Transmitted Infections, Sexual relationships other than for procreation, Contraception and Sexuality**

These aspects of SRE will be taught at secondary school and so will not be explicitly covered in class at Grayshott Primary. Should questions arise on these aspects within class, then the class teacher or school nurse has discretion in whether and how to answer such questions (see Organisation of the PHSCE program).

## Content of SRE programme

This programme is designed to be age/maturity appropriate, hence aspects are detailed in key stages and pairs of years. The school delivers their PHSCE programme through the SEAL units.

### 1. Aspects from the National Curriculum in Science

It is not legal for a parent to choose to opt out of this scheme of work.

#### Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans  
f ) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

#### Key Stage 2

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

### 2. Aspects from Curriculum Guidance 5: Health Education

Please refer to the school's Long term curriculum overview as a reference point to when particular aspects of the Science, RE and PHSCE curriculum is taught.

#### Key Stage 2 – Years 5 and 6

Knowledge and understanding will include:-

- Emotional changes at puberty
- Physical changes which happen during puberty
- The social changes which take place at puberty
- The basic biology of human reproduction
- How changes at puberty affect the body in relation to hygiene

#### Key Stage 3 and beyond

The following will not be covered at Grayshott Primary School as part of the SRE programme (beyond, in some cases, a brief mention in the Channel 4 DVD) unless a specific question is asked in class and the teacher considers that in that particular instance an answer should be given:-

- Masturbation
- Contraception and safe sex
- Sexually transmitted diseases