



**Shaftesbury**  
Primary School  
Growing together

Shaftesbury Primary School

Sex and Relationship  
Policy

2019 -2020

### **Aims:**

Children will be made aware of the emotional and physical changes which they will encounter as they grow older. The children will be able to ask questions and explore related issues so that they feel prepared and understand where they can go for advice. All children will receive informative scientific lesson whereas relationship lessons will be taught at the discretion of the parents. Parents and carers will be informed of forthcoming lessons.

### **Objectives:**

- Review the formal curriculum to ensure that the scheme of work represents the children and their needs.
- To work with external professionals to improve and extend the current provision.
- To ensure all children understand the physical and emotional changes they will encounter as they grow up.
- Retain Healthy School Status.

### **Notes:**

#### **1. How this Policy was Developed**

This policy has been developed by the PHSE co-ordinator with the support of SLT, the school nurse and Newham's Sex and Relationship advisor.

This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (2000).

## 2. What is SRE?

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.

According to the latest DfEE guidance 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'

*DfEE 'Sex and Relationship Guidance', 2000.*

The guidance suggests that SRE should have three main elements as follows:

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

### **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.
- 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.
- Learning how to recognise and avoid exploitation and abuse.

The schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.

### **3. Why SRE?**

#### **3.1 Legal obligations**

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science. (For further details see Section 2.2.1).

#### **3.2 The needs of young people and the role of schools**

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The DfEE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in

their relationships and sexual behaviours and to have fulfilling relationships.

**'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 'Sex and Relationship Guidance', 2000.*

### **3.3 National and local support and guidance for schools to develop SRE**

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to SRE is in line with the Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance' 2000.

**'We must give teenagers the confidence and the information so they don't feel compelled to have sex. No one should become pregnant or contract a sexually transmitted infection because of ignorance'. Tony Blair in 'Teenage Pregnancy', Social Exclusion Unit Report, June 1999.**

## **4. Morals and Values Framework**

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

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 be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

## **5. Inclusion**

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

**The needs of boys as well as girls** Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. See appendix for letter to parents.

**Varying home backgrounds** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality** On average, about 5% of students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall also actively tackle homophobic bullying.

**Special educational needs** We shall take account of the fact that some students may have learning, emotional or

behavioural difficulties or physical disabilities that result in particular SRE needs.

### **Contraceptive advice to older pupils**

Though the use of contraceptives are not directly taught as part of the scheme of work we must be aware some pupils may enquire about this area. Due to this any questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. **The teaching programme for Sex and Relationship Education**

### **The teaching programme for Sex and Relationship Education**

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

### **Pupils who use alternative methods of communication**

Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example Writing with Symbols computer programme includes 'private' body parts).

**Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

## **6. A Whole School Approach**

A whole school approach will be adapted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

**The senior leadership team (SLT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

**The designated PSHE co-ordinator** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff** All teachers are involved in the school's SRE provision. Some teach SRE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

**Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will

periodically include information/education workshops for parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

**The school nurse** can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse.

**Outside agencies and speakers** may be involved in inputting to SRE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

**Pupils** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

## **7. The Taught SRE Programme**

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship.

### **7.1 Aims of the programme**

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues.
2. To dispel myths.

3. To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
4. To develop respect and care for others.
5. To increase student's self esteem.
6. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
7. To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

### **Place in the curriculum**

The main SRE programme will be delivered through PSHE lessons by both class teachers and the school nurse. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in.

### **Content and learning objectives**

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The following areas of content are addressed in the following years.

#### Year One

##### Content/ learning objectives

- \*To be able to name the main parts of the body
- \*To be able to match parents to their children (animals and human)

## Year Two

### Content/ learning objectives

- \* To know the main body parts, including external genitalia, and the main similarities and differences between boys and girls
- \* To understand the process of growing from young to old
- \* To know how people's needs change as they get older

## Year Three

### Content/ learning objectives

- \* To recognise and respond appropriately to an increasing range of feelings in myself and others

## Year four

### Content/ learning objectives

- \* To know how my body will change as I approach and move through puberty
- \* To be aware of how I can protect my body
- \* To begin to understand about human reproduction
- \* To develop an understanding of how our bodies change as we begin puberty- i.e. hair and sexual organs (boys and girls separate).
- \* To develop methods of dealing with menstruation (girls only)

## Year Five

### Content/ learning objectives

- \* To know that my body is beginning to change as I move through puberty
- \* To know how to take care of my body
- \* Address cultural aspects of puberty (particularly menstruation)

- \*To develop the skills to form and maintain positive and healthy relationships
- \*To recognise ways in which a relationship can be unhealthy, and I know who to talk to if I need support

### Year Six

#### Content/ learning objectives

- \*To explore the idea of relationships, including friendships, parent-child and family, adult relationships
- \* To understand why people get married or have a civil partnership
- \*To know how my body will change as I approach and move through puberty
- \*To know how my emotions may change as I approach and move through puberty
- \*To talk about human reproduction
- \*To know how to take care of my body
- \*To understand that I have autonomy over my body
- \* To know that I have the right to protect my body from inappropriate and unwanted attention

Please note:

During all Sex Education sessions, teachers should always attempt to remove their personal values and try to make children aware of their choices and inform them of places and people who they can seek advice from, i.e. their GP or school nurse.

## **Methodology and resources**

A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of drama productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

### **Answering student's questions**

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students

research the answer to the question later. Teachers should never lie to the children to avoid answering a question. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

### **Monitoring, evaluation and assessment**

The programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

### **Parental concerns and withdrawal of students**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. Letters will be sent to parents informing them of the SRE lessons

content to allow parents time to seek further information if they require it (see appendixes). Monitoring/evaluation can be informed by the Ofsted Framework for the Inspection of Schools.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

## **8. Pastoral Support for Students who Experience Difficulties**

### **8.1 The nature of support available to students**

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students 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, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

## 8.2 Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary department
- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by including sex and relationships education in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.

- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

### **8.3 Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

From 2004 all schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. The reporting process and form is contained in the LEA 'An exemplar anti-bullying policy' (2004) with additional guidance contained in 'Anti-bullying guidance: background

and support for schools, young people and parents' (2004). It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.

## **9. Dissemination of the Policy**

All school stakeholders will have access to the SRE policy.

## **10. Policy Review and Development Plan**

When the policy will be reviewed every academic year to ensure it remain relevant and up to date.

## **11. Sources of Further Information**

This policy has drawn on:

- DfEE '*Sex and Relationship Education Guidance*' (2000).
- Derbyshire Health Promoting Schools '*Sex and Relationships Education - Guidance for Derbyshire Primary, Secondary and Special Schools and Pupil Referral Units*' (2002).
- Further copies of this policy and other information about SRE can be obtained from (name the person), SRE co-ordinator.
- *Diverse Communities: Identity and Teenage Pregnancy*, a resource for practitioners (Department of Health - September 2002)
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.

Appendices-  
Age appropriate letters  
for parents- to be  
printed on headed paper

Dear Parents and Carers,

During this term we will be teaching Year One children Human Development and Relationship Education. The aims for this topic are as follows;

- \*To be able to name the main parts of the body
- \*To be able to match parents to their children (animals and human)

If you have any questions, please see your child's class teacher.

Thank you,

Year One Teachers

Dear Parents and Carers,

During this term we will be teaching Year Two children Human Development and Relationship Education. The aims for this topic are as follows;

- \* To know the main body parts, including external genitalia, and the main similarities and differences between boys and girls
- \* To understand the process of growing from young to old
- \* To know how people's needs change as they get older

If you have any questions, please see your child's class teacher.

Thank you,

Year Two Teachers

Dear Parents and Carers,

During this term we will be teaching Year Four children Human Development and Relationship Education. The aims for this topic are as follows;

- \*To know how my body will change as I approach and move through puberty
- \*To be aware of how I can protect my body
- \*To begin to understand about human reproduction
- \*To develop an understanding of how our bodies change as we begin puberty- i.e. hair and sexual organs (boys and girls separate).
- \*To develop methods of dealing with menstruation (girls only)

If you have any questions, please see your child's class teacher.

Thank you,

Year Four Teachers

Dear Parents and Carers,

During this we will be teaching Year Five children Human Development and Relationship Education.. The aims for this topic are as follows;

- \*To know that my body is beginning to change as I move through puberty
- \*To know how to take care of my body
- \*Address cultural aspects of puberty (particularly menstruation)
- \*To develop the skills to form and maintain positive and healthy relationships
- \*To recognise ways in which a relationship can be unhealthy, and I know who to talk to if I need support

If you have any questions, please see your child's class teacher.

Thank you,

Year Five Teacher

Dear Parents and Carers,

During this term we will be teaching Year Six children Human Development and Relationship Education. The aims for this topic are as follows;

- \*To explore the idea of relationships, including friendships, parent-child and family, adult relationships
- \* To understand why people get married or have a civil partnership
- \*To know how my body will change as I approach and move through puberty
- \*To know how my emotions may change as I approach and move through puberty
- \*To talk about human reproduction
- \*To know how to take care of my body
- \*To understand that I have autonomy over my body
- \* To know that I have the right to protect my body from inappropriate and unwanted attention

If you have any questions, please see your child's class teacher.

Thank you,

Year Six Teachers