



GREEN MEADOW PRIMARY SCHOOL

## Sex and Relationships Policy

Date Written : February 2015

Reviewed by Governors : 28<sup>th</sup> November 2016

To be reviewed next : November 2017

**GREEN MEADOW PRIMARY SCHOOL (Academy)**  
**Sex and Relationships Policy**

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Signed:

Chair of Governors:

Dated

This Policy needs reviewing November 2017

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Signed:

Head teacher:

**SEX AND RELATIONSHIPS POLICY**  
**GREEN MEADOW PRIMARY SCHOOL (ACADEMY)**

**Policy review**

The school's governing body will review this policy every two years from the date above. In reviewing this policy it will consult the groups below:

- Parents
- Pupils
- Staff

The school will do this through a variety of methods, including questionnaires and the use of groups such as the School Council and the Governors' Curriculum Committee. Materials are available to parents/carers who wish to supplement the school's SRE programme.

**Dissemination**

All staff members and governors can view the SRE policy on the school's shared server. Copies of the policy are available for parents on request from the school office. A copy can also be accessed on the school website. Training is delivered regularly to staff on the policy content. The SRE co-coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

**Introduction**

The school recognises that sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have the right to withdraw their child/children from those aspects of sex and relationships education that are not covered by the National Curriculum Science Programme of Study.

This policy and the appendix is a working document and provides guidance and information on all aspects of SRE in the school for staff/parents/carers and governors.

It is part of other related Personal Social and Health Education (PSHE) policies within the school and forms part of our long term PSHE teaching plan. The school believes that it is important to teach SRE within a PSHE framework (1999), as well as within the National Curriculum programme of study for Science and directly addresses the issues of the Social Exclusion Report on teenage pregnancy.

The policy was formulated by the Co-ordinator and Deputy Head teacher and in consultation with all teaching staff and Governors. Parents are consulted through a meeting which will be held at the start of the teaching unit in order to allow parents to view teaching resources and ask questions.

### **Defining sex and relationships education (SRE)**

'It 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.'

S.R.E. Guidance, page 5.

N.B. This definition covers Key Stages 1 to 4. The issues of sex, sexuality and sexual health will not be a focus of study at Green Meadow Primary School.

At Green Meadow Primary School we believe that S.R.E. encompasses the themes of Emotions, Families, Feelings, and Rights & Responsibilities of growing up, Relationships and Self-esteem as well as the biological aspects.

### **Rationale: Why teach Sex and Relationship Education?**

'At primary school level S.R.E. should contribute to the foundation of P.S.H.E. 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 support.

Are prepared for puberty.'

S.R.E. Guidance 2000, section 3.3, page 19.

Adults often assume that sex education means telling children about sexual activity and so wish to protect children from this. However, sex and relationship education at Green Meadow builds in a responsible and developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them.

By undertaking appropriate education at primary level pupils will be better able to manage puberty and will develop skills and self-esteem to become more confident adolescents.

## **Aims**

'The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'

S.R.E. Guidance 2000, section 2 page 3.

Primary age S.R.E. should;

- Help prepare children for their future lives.
- Develop skills and self-esteem to help children enter adolescence.
- Prepare children for puberty.
- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to develop the ability to form positive, non-exploitive relationships.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To emphasize the role and the value of family life.
- Explore attitudes and values.
- Develop mutual respect and care for others.
- Address concerns and correct common misunderstandings children may have gained from the media and their peers.
- Develop skills to help children protect themselves from unwanted physical contact.
- Be conducted in a sensitive manner in a relaxed environment that enables children to air their feelings and views.
- Be taught as a spiral programme that is differentiated to meet the needs of children at different ages and stages of development.

## **Moral dimension**

The school recognises that it is a moral body in its own right with a moral purpose. As part of the whole curriculum the school seeks to explore issues of right and wrong. Whilst sex and relationships education recognises different lifestyle choices, it promotes a view that stable and loving relationships are the best context for sexual relationships and the rearing of children.

## **Sex and Relationship Education within PSHE**

Sex and relationship education should be supported by a school's wider curriculum for personal, social and health education. In this way, schools can ensure that pupils:

- receive their sex education in the wider context of relationships; and
- are prepared for the opportunities, responsibilities and experiences of adult life.

The content of the school's programme is based on the Science National Curriculum 2014 and the non-statutory guidance for PSHE. The Science curriculum at KS1 and KS2 ensures that both boys and girls know about puberty and how a baby is born.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

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.
- are prepared for puberty.

The school uses a variety of resources, including DVDs and books. Parents are welcome to view these materials and may borrow them from the school to support the sex education of their children in the home context. Resources used by the

school are produced for schools by educational publishers and are intended for pupils in the light of the best current research in SRE.

### **Assessment and Evaluation**

Elements of the sex and relationships education in the Science Curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the Science Curriculum is conducted using a variety of informal activities which have been built into the programme. These may include peer assessment and self assessment. Teachers delivering SRE constantly evaluate their lessons to inform future planning.

### **Monitoring and evaluating SRE**

It is the co-coordinator's responsibility to:

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.
- Ensure the delivery of SRE information evenings for parents.

The Co-coordinator will be given time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each key stage. The school actively seeks feedback from children, parents and staff on the success of the provision and the Policy is reviewed every two years.

### **Dealing with sensitive issues and teaching strategies for SRE**

Teachers need to be sure that they are aware of issues which may arise from the teaching and learning about SRE. A set of ground rules will help teachers create a safe environment in which both teachers and pupils do not feel embarrassed or anxious about unexpected questions or comments. The following are protocols for discussion based lessons with pupils:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may suggest that the appropriate person to answer that question is the parent.

### **Dealing with questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

- If a question is too personal, the teacher should remind the pupil of the ground rules.

- If a teacher does not know the answer to a question, it is important that they acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for the pupil, is inappropriate for the pupil/whole class, or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it later on an individual basis. In this way the pupil will feel they have been treated with respect, to maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

The school believes that individual teachers must use their skill and discretion in answering pupil's questions according to the age and maturity of the pupils concerned.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's policy in this matter.

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHE programme, in a discreet fashion, the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

### **The delivery of SRE**

All teachers are responsible for teaching about and modelling good relationships within the school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science programme of study, according to the scheme of work. All members of the teaching staff have been identified as appropriately trained and competent to deliver this part of the school's basic curriculum when specific sex education occurs, which is outside or beyond the National Curriculum Science programme of study. This is taught through the PSHE scheme of work.

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE.

- discussion
- drama and role play
- research and presentation

- DVD programmes - we use the programme 'The Christopher Winter project' which combines aspects of 'Living and Growing' as a core part of our SRE teaching.

Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

SRE is normally delivered in mixed gender groups. On occasions, however, it may be deemed more appropriate for topics to be covered in single sex groups. This is particularly true in Year 5 and 6 when discussing the changes at puberty. Some lessons are delivered with boys and girls and some in single sex groups.

SRE will be delivered as the guidance from the **Christopher Winter Project**:

### **Year 1 Growing and Caring for Ourselves**

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

### **Year 2 Differences**

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

### **Year 3 Valuing Differences and Keeping Safe**

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

### **Year 4 Growing Up**

Lesson 1: Growing and Changing

Lesson 2: Body Changes and Reproduction

Lesson 3: What is Puberty?

### **Year 5 Puberty**

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

### **Year 6 Puberty and Reproduction**

Lesson 1: Puberty and Reproduction  
Lesson 2: Relationship and Reproduction  
Lesson 3: Conception and Pregnancy

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with SEN are given extra support.

### **Parental right to withdraw from SRE**

As stated above parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science programme of study. They do so by writing to the Headteacher. When the Headteacher receives such a letter, she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes/concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work will be provided.

Class teachers will pass on and retain any requests for the withdrawal of a child/ren from SRE. This request will be complied with until written notification of any change has been received.

### **DFE's guidance to parents**

Guidance for parents comes in two forms. One is a downloaded leaflet which may be sent to parents by the school when pupils are going to have a curriculum focus on SRE. (SRE and Parents, Ref code DfES 0760/2001 see appendix)

The second source is the DFE's site offering advice for parents.

### **Use of Visitors and Outside agencies**

SRE is a shared responsibility; what is learned at school can and should be supported by experiences at home and in the community. It is therefore sometimes appropriate to involve visitors from outside agencies, such as the School Nurse, not to replace teacher led SRE, but to offer support to teachers.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;

- All visitors are **familiar with and understand** the school's SRE policy and work within it;
- All input to SRE lessons is **part of a planned programme** and negotiated and agreed with staff in advance;
- All visitors are **supervised/supported** by a member of staff at all times;
- The input of visitors is **monitored and evaluated** by staff and pupils. This evaluation informs future planning.
- The school has a Policy for Visitors

The school will continue to liaise with the local secondary school(s) in order to ensure that the programme for SRE is continuous at KS3)

**Appendix 1:** Managing Sex Related Pastoral Incidents

**Appendix 2:** DfES Sex and Relationship Education Guidance Ref: DfES 0116/2000

**Appendix 3:** Christopher Winter Curriculum Overview

**Appendix 4:** Parental SRE Leaflet DfES

## Managing Sex Related Pastoral Incidents

Children are made aware of the ground rules prior to any discussions, the teacher may not be able to answer all questions and the teacher will only tackle incidents with another teacher present. The child will be given the opportunity to choose the teachers with which they wish to discuss the matter further.

In general when dealing with sex related pastoral incidents the staff at Green Meadow will follow the advice below.

- Do not panic
- Do not rush into taking actions
- Assess situations and how serious they are with care - do not ignore the situation but don't go over the top
- Keep the welfare of the children as the focus
- Consider the full range of options
- Anticipate the consequences of your actions, both positive and negative
- Consult with and get support from colleagues
- If necessary refer to experts
- Be clear about what you are trying to achieve
- Provide openings for the child to talk
- Listen carefully
- Be sensitive to their feelings
- Keep your focus on the child rather than the behaviour
- Keep matters in perspective
- Explain the reasons for any concerns you have in simple language
- Keep your faith in the child
- If necessary explain the position of confidentiality and involving other staff, parents or outside agencies

### DO NOT

- Over react, shout or threaten
- Assume you have to do anything drastic
- Moralise or undermine
- Promise to keep secrets

### Informing and talking with parents

- Appreciate that parents will be very alarmed
- Appreciate that parents may have different views about what is acceptable than the ones you hold
- Be prepared with information about support and relevant services

## **Sexual abuse**

- Child protection is a statutory duty for every school
- All schools must have a designated senior member of staff who should be trained and supported in their role
- Local inter-agency child protection procedures must be followed
- Parents should be informed about child protection procedures
- Specialist professionals are available to give advice to teachers
- Teachers have a role to play in listening to pupils not interrogating them