

Relationship and Sex Education (RSE)

Little Thurrock Primary School



LITTLE THURROCK PRIMARY SCHOOL Relationship and Sex Education Policy

Context and Rationale:

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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.” (DFE July 2000)

Ofsted state that:

“Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help”. (2013)

Ofsted (2015) states that in an outstanding school:

“Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.”

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Little Thurrock Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...” (National Children's Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999)”.

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. This requires a school wide

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approach, growing children's knowledge, skills and attitudes from reception through to year 6.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

"Today's media can swamp children with information about relationships and sex. The perspective of relationships and sex on offer is often distorted, unbalanced or disrespectful. Relationships and sexual health education can counter, correct or redefine these images." (Spring Fever)

This policy presents clearly what the school is setting out to achieve in Relationships and Sex Education and how it proposes to go about it. It is a working document that provides guidance for staff.

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

AIMS AND OBJECTIVES

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Little Thurrock Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationships Education at Little Thurrock Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Sex and Relationships Education in the context of the National Curriculum:

Legal requirements

Little Thurrock Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

EYFS

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

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, 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. In RE and Citizenship, 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.

The Sex and Relationships Education Programme (SRE) at Little Thurrock Primary is taught from EYFS through to Year 6 with the areas taught considered appropriate to the needs and ages of the pupils. Areas taught are in Appendix A.

Consulting Parents

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to Jaki Cole who is the designated person with responsibility for coordinating Sex and Relationships Education.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set.

SEX AND RELATIONSHIPS EDUCATION - POLICY AND PRACTICE

- A designated teacher (Jaki Cole) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive SRE.
- 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.
- The school's SRE Policy is subject to annual review.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.
- Children will be enabled to write anonymous questions to put in a box in order to avoid

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embarrassment and ensure this part of their learning is as open as possible.

Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

Child Protection / Confidentiality

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationships Education.

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

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

Links with other policies

This policy is linked with the following policies:

Equality

Child Protection

Behaviour

Anti Bullying

Confidentiality

Management of the policy

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Sex and Relationships Education Policy. There is a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- a) learn the nature of marriage and its importance for family life and the bringing up of children

b) are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a two-year rolling programme or in light of any new legislation or guidance.

Reference and Guidance used for this policy:

SRE Guidance DfEE 2000:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Sex and Relationships Education for the 21st Century (Brook, PSHE Association and Sex Education Forum) 2014 :-

<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

House of Commons Briefing Paper Sex and Relationships in Schools July 2015:-

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

National Curriculum Science DfE 2013:-

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Sex Education Forum / Resources :-

<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>

OFSTED Inspections / examples of good practice:-

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-personal-social-and-health-education>

PSHE Association Programme of Study

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1167>

Year	Texts to support learning
1	Wheels by Shirley Hughes The Rainbow Fish by Marcus Pfister
2	The Smelly Book by Babette Cole Let's Grow with Nisha and Joe (www.fpa.org.uk)
3	Amazing Grace by Mary Hoffman and Caroline Birch Happy Families by Allan Ahlberg Princess Smartypants by Babette Cole William's Doll by Charlotte Zolotow The Family Book by Todd Parr Who's in a family? By Robert Skutch Nutmeg gets a little sister by Judith Foxon Spark learns to fly by Judith Foxon.

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SRE PRIMARY CURRICULUM OVERVIEW

	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
TOPICS	Myself and Others	Myself and Others	Differences: Boys and girls	Self Esteem	Growing and Changing	Talking about puberty	Puberty and reproduction
	Family Networks	Body Parts	Differences: Male and Female	Challenging Gender Stereotypes	Body changes and reproduction	Becoming men and women	Relationships and reproduction
	Body Awareness	Family	Naming Body Parts	Differences: Male and Female	What is puberty? Menstruation education for girls	Puberty and hygiene	Conception and pregnancy
	Hygiene	Friendships	Everybody needs caring for	Family Differences	Thinking, feeling, doing – changing relationships	Menstruation and wet dreams	Being a parent
		Choices	Looking after the body	Decision Making	Assertiveness	Menstruation education for girls	Coping with increasing independence and keeping safe (including E-Safety)
				Safety (including E-Safety)	Your questions answered	Building good relationships	Your questions answered

