



Sex & Relationships Policy

May 2016

Introduction

At Kingsbury Green Primary we have based our sex education policy on the DfES guidance document *Sex and Relationship Education Guidance (Ref: Dfes 0116/2000)*. In this document, sex education is defined as *“Learning about physical, moral and emotional development. It is about understanding the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health”*.

Sex education is part of the personal, social and health education curriculum in our school. Learning in this area of the curriculum is regarded in the context of matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. The sex education aspect of this learning is used to inform children about sexual issues, and this is introduced when age appropriate in the upper school (see ‘Organisation’ section below). We do not use sex education as a means of promoting any form of sexual orientation.

The role of parents

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers who are key to maintaining the culture and ethos of the family. Parents are key to helping children cope with the emotional and physical aspects of growing up. We wish to take the school's Sex and Relationships Education (SRE) policy forwards by building a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

Through training, staff who teach SRE understand that personal beliefs and attitudes of teachers do not influence the teaching of sex and relationship education within the PSHE framework.

The school also recognises that parents may need support in helping their children in understanding sex and relationships, particularly in the following ways:

- Helping children to learn the correct body parts
- Talking with children about feelings and relationships
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health

Our Welfare Officer is available on request for advice on any support parents may require.

Aims and Objectives

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. The policy aims to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters.
Sex and relationships linked to 'cyber-safety'

Context

All children are entitled to Sex and Relationships Education and should have access to learning through this topic. We teach Sex and Relationships Education in the context of the school's aims and values. While Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this in a matter of fact manner using scientific vocabulary and with an awareness of the moral code and values, which underpins all our work in school. In particular, we teach Sex and Relationships Education in the belief that:

- Sex and Relationships education should be taught in the context of stable and loving partnerships 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 and others bodies;
- Children should learn about their responsibilities to others, within relationships, and also learn about the importance of building positive relationships with others, involving trust and respect.
- Children need to learn about the importance of self-control
- SRE will be taught largely by the class teacher, through the PSHE scheme although on occasions a specialist visitor eg School Nurse, may be invited.

Through SRE and PSHE teaching children should:

- Explore and understand moral dilemmas
- Learn to make choices based on an understanding of difference and with an absence of prejudice
- Develop an appreciation of the consequences of choices made
- Learn how to recognise and avoid exploitation and abuse

In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex and relationships 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 body and their increasing responsibilities.

Arrangements for teaching Sex and Relationships Education:

Module 1 (during Y1 and Y2)

My body: External body parts
My body: Internal body parts
My body: Keeping clean
Life cycles: Different ages
Life cycles: Looking after babies
Keeping safe: In the house
Keeping safe: Out and about
Keeping safe: People who can help me
Feelings: Different emotions
Feelings: What to do if we feel sad
Relationships: Different families
Relationships: Friends
Online technology safety: Taking care online; personal details
Online technology safety: Taking care online; personal details
Gender stereotypes/Celebrating difference: Similar and different
Gender stereotypes/Celebrating difference: Toys

Module 2 (during Y3 and Y4)

My body: Sexual body parts - male
My body: Sexual body parts - female
My body: Keeping clean
Life cycles: Growing up and getting older
Life cycles: Me, myself and i
Keeping safe: Personal space
Keeping safe: Identifying risk
Keeping safe: People who can help me
Feelings: Expressing our feelings
Feelings: Managing our feelings
Relationships: What makes a good friend?
Relationships: Getting on with your family
Online technology safety: Photos of myself online
Online technology safety: Taking care online: Who can help us?
Gender stereotypes/Celebrating difference: Jobs we do
Gender stereotypes/Celebrating difference: Mothers and fathers

Module 3 (during Y5 and Y6)

Sex education is taught specifically in Upper Key Stage 2. Parents are informed of the content of the SRE policy and are invited in to view learning resources from time to time. Staff are happy to answer parent questions at this time.

***My body: Puberty**

***My body: Periods**

***My body: Wet dreams**

Life cycles: How babies are made – sexual intercourse

Life cycles: How babies are made – assisted fertility

Life cycles: Multiple births

Life cycles: How babies are born
Keeping safe: Assertiveness, saying no
Keeping safe: Good and bad touch
Keeping safe: People who can help me
Feelings: How easy is it to talk about...
Feelings: Talking to people about how we feel
Relationships: Trust
Relationships: Peer pressure
Online technology safety: Social networking and sending pictures
Online technology safety: Cyberbullying
Gender stereotypes: Sexual orientation
Gender stereotypes: Discrimination and equal opportunities

* **Please note:** taught during first term of Y5, sessions support pupil awareness and understanding. Single gender teaching is used for these sessions – all sessions are taught to both gender groups. All other teaching for SRE happens in mixed sex groupings.

Parents have the right to withdraw their child from all or part of the SRE programme that we teach. If a parent wishes their child to be withdrawn from the SRE lessons he/she should arrange for an appointment to meet with the Head Teacher in order to discuss the matter and view the materials that will be used. The school always complies with the wishes of parents in this regard and, in this event, is happy to provide parents with information on materials to use when approaching the SRE topic with their children eg. *Talking to your child about sex* from the FPA

The role of other members of the community

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 and other health professionals, give us valuable support with our sex education programme. Other people we call on could also include local faith leaders, social workers and youth workers.

Confidentiality

Teachers, and any specialist SRE visitors, conduct sex education lessons in a sensitive manner and in confidence. However, where a child makes reference to sexual activity in a way that suggests their own direct or likely involvement, the teacher / visitor will always follow child protection procedures. Similarly child protection procedures will be followed if a child indicates that they have been the victim of abuse.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and to see that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The National Healthy School Standard

We *maintain* the National Healthy School Standard scheme, which promoted health education.

As participants in this scheme we:

- Involve children and parents on all matters of health education policy;
- Train our teachers to teach Sex and Relationships Education;
- Listen to the views of the children in our school regarding sex education;
- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

Organisation

We carry out the main Sex and Relationships Education in our personal, social and health education (PHSE) curriculum based on the Family Planning Association scheme of work. We also teach sex and relationships education through science and hygiene through PE, as we feel that these subjects contribute significantly to a child's knowledge and understanding of his and her own body, and how it is changing and developing.

In PHSE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell pupils that the boys' voices will change during puberty and we explain about menstruation for girls. We encourage the children to ask for help if they need it.

In Science lessons in both key stages, teachers inform children about body changes. We follow the guidance material in the national curriculum for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. Science is a statutory subject and pupils cannot be withdrawn from it.

Children develop their understanding of Sex and Relationships through a curriculum that builds up knowledge and information in a balanced way that is also emotionally appropriate to their age.

In the Upper School (Y5&6) we place particular emphasis on health education, as many children experience puberty at this age. We teach both boys and girls about how their bodies change during puberty, what menstruation is and how it affects women and also how babies are born. We always teach this with due regard for the emotional development of children. Teachers do their best to answer all questions with sensitivity and care.

In keeping with other Brent primary schools we do not teach children about contraception but if a child asks a question about contraception then teachers will respond with short, factual answers in ways they feel comfortable with eg Q: 'What is a condom?' A: 'It is something a man puts on his penis to stop a woman getting pregnant when they have sex.' If children query whether it is right or wrong to use contraception then they are responded to in a general manner, regarding individual rights / choices eg 'People have different beliefs about contraception and it is up to the couple concerned to decide for themselves if it is right for them.'

The importance of respecting the views and beliefs of others, even if they are different to yours, is the important principle that is promoted.

Pupils may be separated for teaching of some aspects of the SRE curriculum eg aspects of puberty

For parents who may be concerned about any particular aspect of this part of the curriculum in the upper school, the school's response would be that we respect that there are many different views and beliefs and we respect everyone's right to choose what is right for them. The school would always encourage children to speak to their parents.

Staff will have access to regular updating of SRE, and both the PSHE and Science Subject Leaders are available for guidance on related issues / concerns.

The role of the school Welfare Officer

Our Welfare Officer plays an important and active role in educating children about their health and body changes. She is on hand to support and advise pupils who need it and to liaise with families as and when needed. She works alongside teachers to deliver the Sex and Relationships programme.

Monitoring and evaluation: Inclusion DHT / PSHE Leader checks for implementation of policy. Year Group leaders collect pupil views in Spring 2, to evaluate impact for pupils and feed into new year planning cycle. Parents consulted in Summer 1 to feed into policy review.

**Reviewed by Laura Wynne / Chris Bonner
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