Shakespeare Primary School

Sex and Relationships Education Policy


Rationale
This policy was developed using DfEE Sex and Relationship Education Guidance (ref: DfEE 0116/2000), Sex Education Forum Factsheet 34 and Quick Read Guide 2002 OFSTED REPORT: Sexual Health & Relationship Education.

Sex and Relationship education is part of the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of respect, love and care within stable and loving relationships, including marriage, for family life. It is also about the teaching of safe sex, sexuality and the promotion of sexual health.

Sex and Relationship education involves:
- Giving information and building knowledge
- Challenging beliefs and stereotypes
- Forming positive attitudes and values
- Developing sexual identity
- And promoting necessary skills for effective communication; loving, caring and happy relationships and positive behaviour

The process of Sex and Relationship Education in school is considered to be an integral part of the curriculum entitlement for all children.

Philosophy
At Shakespeare Primary School we believe that Sex and Relationships Education should:
- Occur within a known and safe climate of trust, care, mutual respect and responsibility
- Be taught through an integrated curriculum from Foundation stage through Key Stages 1 and 2
- Be age appropriate and tailored to the age, physical and emotional maturity of the children
- Meet the realistic learning needs of pupils including the development of their values, attitudes, personal skills and understanding about the onset of physical changes including puberty
- Fit within the school’s moral and spiritual values framework

Aims and Objectives
Through teaching Sex and Relationships Education at Shakespeare Primary School we aim to:
- To inform children about essential knowledge concerned with the human life cycle.
- To encourage children to respect their own bodies and those of other people.
- To increase children’s knowledge and understanding of changes that take place in their own bodies during puberty.
- Provide accurate and reliable information, which will help children to make sensible and informed decisions about their own bodies.
- Make children feel safe and comfortable in their own discussions about themselves and their bodies.
- Encourage and promote positive and responsible attitudes towards relationships.
- To make children aware of the importance of mature, stable relationships and the responsibilities of parenting.
- To be aware of the different approaches to sex and marriage, procreation and family life within their own culture and other cultures.
- Dispel myths and fears.
- Emphasise the need for good personal hygiene.
- Enable children to empathise with the feelings of others.
- Contribute to home-school links, and support parents and carers.
- To recognise that parenthood is a matter of choice.
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety.
Teaching and Learning

Please see appendix 1 for the programmes of study within key stages 1 and 2, their links with the statutory science curriculum and the more explicit elements of Sex and Relationships Education for upper primary pupils.

Organisation

All Sex and Relationships Education lessons are delivered to single year group classes. Each unit of the programme is taught during the summer terms for each year group. This means the Sex and Relationships Education programme is delivered in a sequential way to pupils of the same age reducing the wider spread of maturity of mixed age classes.

The school will inform parents/carers in curriculum letters that the programme is due to be delivered in the following terms.

Time allocation

The Sex and Relationships Education programme is part of the Personal, Social, Health and Emotional Education (PSHE) policy and scheme of work. Thirty minutes per week is allocated for PSHE of which Sex and Relationships Education comprises:

- 3 hours for Year 5
- 3 hours for Year 6

Cross-curricular links

During Key Stage 1, as part of the statutory science curriculum, children are taught:

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and that these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

During Key Stage 2, as part of the statutory science curriculum, children are taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle.

The Sex and Relationships Education programme forms part of the Personal, Social, Health and Emotional Education which teaches children about personal safety, relationships, responsibilities to others and a wide range of health issues.

Information Technology links

Children have access to the Internet and will use this facility to research different aspects of the scheme of work eg to find out about support groups and networks. The Local Authority's Internet provider, South West Grid for Learning, operates a filtering system so that children cannot gain access to any inappropriate material or websites on the internet in school.

Teaching Strategies

Initial lessons are delivered to single gender, single year group classes of children by their class teachers (in a few instances the school nurse may be involved). When available, boys will receive lessons from a male teacher. Follow up activities cater for individual, paired and group work and whole class, mixed gender teaching. Teachers adopt an appropriate strategy for each session. Teachers are encouraged to deal factually, honestly and simply with children's questions about physical differences between the sexes and about human reproduction. They establish clear parameters of what is appropriate and inappropriate in a
whole class setting. The following “ground rules” are to be established and maintained during Sex and Relationships Education lessons:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to participate in a discussion.
- Only the correct scientific names for human body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- “Secret Questions” – children will be able to post any questions regarding Sex and Relationships Education anonymously in a box, these questions will then be addressed by teachers in subsequent lessons.
- There will be no direct promotion of sexual orientation.

Assessment

A range of strategies is used to assess pupils understanding, including observation of pupils and listening to their responses to questions during discussions. Scrutiny of pupil’s written work is carried out and some follow-up activities serve to revisit units of study and may also serve as a vehicle for assessment.

The Learning Environment

All Sex and Relationships Education lessons will be delivered, where possible, by the child’s class teacher in a classroom environment. All lessons will have established and sensible ground rules to be adhered to – see strategies outlined above. We recognise that children learn best in a variety of ways and different learning styles will be catered for wherever possible.

Entitlement

All pupils are entitled to receive the Sex and Relationship Education programme unless parents have requested that they be withdrawn.

Parents have the right to withdraw their child(ren) from all or part of the Sex and Relationships Education programme except for those parts which are included in the statutory National Curriculum (see curriculum links).

Parents who wish to withdraw their child(ren) from the Sex and Relationships Education programme should in the first instance discuss this with the Head-teacher before informing the Head-teacher in writing of their decision. The school will provide a standard pack of information prepared by the Department for Education (DfEE) for those parents who choose to withdraw their child(ren) from the school Sex and Relationships Education programme. In addition to this the school will make available resources for parents to use at home and will offer advice about this. Parents should discuss these arrangements with the Head-teacher.

Children not taking part in Sex and Relationships Education lessons will be taught extension activities to the existing scheme of work for Personal, Social and Health Education in another classroom.

The role of parents/carers

Most parents/carers want to prepare their children for the bodily and emotional changes which they encounter when they reach puberty. It is recognised that parents may need support in:

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

Pupils with Special Educational Needs

All children are included in the Sex and Relationships Education programme unless they are withdrawn by parents/carers. Children with Special Educational Needs will be given the opportunity of prior learning within a small group in order to prepare them for the whole class group discussion. This will help prepare children with the necessary information and details to give them a more solid understanding. Follow up written work is
Shakespeare Primary School

differentiated, with some activities offering a level of challenge for the more able. Children who experience difficulties with their literacy skills will be supported by the teacher or a teaching assistant during group work. Some parents and carers of children with special educational needs may find it difficult to accept their children’s developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable.

Role of subject co-ordinator

The co-ordinator for the Sex and Relationships Education will be the Upper Phase Leader within Shakespeare Primary School. All class teachers are responsible for the delivery of Sex and Relationships Education. Sometimes the school nurse is involved in delivery of sections of the scheme of work.

Child protection/Confidentiality

Any issues raised by children with staff are addressed on an individual basis with appropriate confidentiality. However, where there is cause for concern regarding a disclosure by a child which results in a member of staff considering that the child may be at risk, the Head teacher may decide to contact the Advice and Assessment Team within the Department for Social Care, in line with the school’s policy regarding Child Protection.

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by a pupil. They may seek guidance from the designated person without breaking confidence. Teachers must break confidence if it is an issue of child protection or if they think it is in the child’s best interest to do so.

In seeking to support the welfare of pupils, the school will usually inform parents, but wherever possible the pupil will be encouraged to talk to their parent/carer themselves. Occasionally this may be against the wishes of the child and/or may place the child at risk. On these rare occasions the school may act, in the best interests of the child without informing the parents.

Success criteria

We shall know this policy is being implemented successfully when:

- Teachers have established a climate of trust within their classrooms, where children feel safe in their discussions about themselves, relationships and their bodies.
- Children and staff are using the appropriate subject specific language identified in Appendix 4.
- Sex and Relationships Education is identified in class teacher’s planning in accordance with the planning cycle.
- Parents/carers are made aware of, and given the opportunity to view the resources to be used with their children, prior to their use in school.
- Children are provided with accurate and reliable information that enables them to make informed decisions about their bodies and relationships they form.

Monitoring, Evaluation and Review

The Upper Phase leader will be responsible for reviewing the responses of the whole school community to the SRE policy and programme, which will be investigated every 2-3 years via a questionnaire for parents/carers and a quiz for pupils. An evaluation exercise will be completed by staff every 2 years. There are evaluation activities written into schemes of work at the end of each topic. During review of the policy, it will be necessary to focus on how well the school supports factual information with opportunities for pupils to develop life skills and explore their own and other people’s opinions and values. It may also be necessary to review the level of explicitness of the programme due to changes in the amount of SRE pupils are exposed to by the media and other sources. This policy will next be reviewed in academic year 2017-2018.
Appendix 1: Programmes of Study

The following statements are offered as illustrations of outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum Science requirements.

By the end of KS1

Children will be able to:
- Recognise and compare the main external parts of the human body*
- Recognise similarities and differences between themselves and others and treat them with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others
- Make friends, talk to them and share feelings
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk

Children will know and understand:
- That animals, including humans reproduce*
- That humans and animals can produce offspring and that these grow into adults*
- The basic rules for keeping themselves safe and healthy about safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like or different from others
- That they have control over their actions and bodies
- The names of the external parts of the body and agreed names for sexual parts
- Why families are special for caring and sharing

Children will have considered:
- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of KS2

Children will be able to:
- Express opinions, for example, about relationships and bullying
- Listened to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify with adults they can trust and who they can ask for help
- Be self-confident in a wide range of situations such as finding new friends
- Form opinions they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being of others
- Discuss moral problems
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it
Children will know and understand:
- That the life processes common to human and other animals include growth and reproduction*
- About the main stages of the human life cycle*
- About physical changes that take place during puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where they can access information, support and help
- How the media impact on forming attitudes
- Within relationships that their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why it is unacceptable
- Understanding physical and emotional risks involved in sexual activity
- About, and accept, a wide range of different family arrangements for example second marriages, fostering, extended families and three or more generations living together

Children will have considered:
- The diversity of lifestyles
- Others’ points of view, including parents/carers
- Why differences can provoke bullying and know why it is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in school and in the community
- The need for love and trust in established relationships

Here is a brief outline of what is covered more explicitly, in each year group at upper primary:

**Year 5**
Friendships and other relationships, changes of puberty, diversity, respect for others, emotions and self awareness, reproduction.

**Year 6**
Changes of puberty, reproduction, prejudice, decision-making, stereotypes, different relationships, dealing with problems, challenging media messages.

**Appendix 2 ~ Resources**

**Teachernet**
www.teachernet.gov.uk/pshe
DfES resource for teachers and school managers. Includes lesson plans, resources and case studies.

**Sex Education Forum**
www.ncb.org.uk/sef
Publications and resources lists for policy and planning of SRE.

**Wired for Health**
www.wiredforhealth.gov.uk
Series of websites to support the National Healthy Schools Standard. Sections for teachers, health professionals, children and young people.

**Qualifications and Curriculum Authority**
www.qca.org.uk
Includes end of Key Stage statements and assessment guidance for PSHE.

**Brook Advisory Centre**
www.brook.org.uk
National voluntary sector provider of free and confidential sexual health advice and services specifically for young people under 25
Appendix 3 ~ Language and terminology used

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Appendix 4 ~ Contentious issues

The following definitions would be used when asked about these contentious issues:

**Orgasm:** A pleasurable feeling that men and women can experience during intercourse or masturbation.

**Termination/Abortion:** When a pregnancy is terminated.

**Prostitution:** When a man or woman is paid to have sexual intercourse with another person.

**Areas which may arise through questioning or discussion:**

**Contraception:** The opposite of conception. A method used to prevent the sperm reaching and fertilising the egg ie: contraceptive pill, morning-after pill, cap, coil, condom. (Family planning and responsibility would be discussed in the context of “family”).

**HIV/AIDS:** Diseases which can be caught by engaging in unprotected sexual activity, transmission of bodily fluids, and/or by sharing needles and drug use.

**STD’s:** Sexually transmitted diseases – such as eg: Chlamydia, gonorrhoea, syphilis, genital warts etc: diseases which can be caught by engaging in unprotected sexual activity.

**Masturbation:** When men or woman gain sexual pleasure from touching or in other ways stimulating their own sexual areas/genitalia. (Masturbation questions are most likely to arise from individuals in single sex lessons).

There are other areas which may arise from discussion or from genuine questioning. As with all previous areas these would be discussed honestly, at the child’s level of understanding and in the context of a stable, loving and caring relationship.

No question will be answered which may be considered to invade personal practice.