Sex and Relationships Policy

This policy is an appendix to the Southfield Primary School’s Personal, Social and Health Education (PSHE) and Citizenship Policy.

**Rationale**

Southfield Primary School believes that Sex and Relationships education will be developmental and a foundation for further work in Secondary School.

Sex and Relationships education in this school will contribute to the requirement of the Education Reform Act 1998 and Disability Act 2001 that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school regardless of gender, class, race, special educational needs, disability and beliefs
- Work in partnership with parents and the local community
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

**Sex and Relationship Education Guidance (DfEE 0116/2000)**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about creating an understanding for the importance of having loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

**Aims**

The aim of the Sex and Relationships policy is to clarify the content and manner in which Sex and Relationships education is delivered in the school.

**Moral and Values framework**

The Sex and Relationships education policy will reflect the school ethos and demonstrate the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community
Confidentiality

Children may choose to mention incidents relating to Sex and Relationships. Whilst staff will want to be supportive, it is clear that they work within child protection guidelines, which clearly state they may not be able to guarantee confidentiality.

Sex and Relationships Education programme

The programme will:
- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and attitudes.

Throughout Early Years, Key Stage 1, Years 3, 4 the appropriate level of information will be taught through Science and PSHE sessions. In Year 5 and Year 6 a series of specific lessons will be taught.

Outline of Sex Education throughout the school

National Curriculum Science Programme of Study (2014)

Year 2
Statutory Requirements

Pupils should be taught to:
- notice that animals including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 2
Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Year 5
Statutory Requirements

Pupils should be taught to:
- 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.
Non-statutory Guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Year 6
Statutory Requirements

Pupils should be taught to:
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-statutory Guidance

Pupils should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- 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.

Such a programme can successfully follow the outline given below;

Early Years
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

Year 1

Through work in science children identify and describe a variety of common animals; they identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. In RE and Citizenship children reflect on family relationships and friendship. They also begin to recognise the range of human emotions and ways to deal with them.

Year 2

Through work in science children learn about 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

Year 5

As part of the Science curriculum, the children look at the life cycle and the life process of reproduction of various plants and animals, including humans. They should explore different types of reproduction and stages of growth and development in humans to old age, such as those experienced in puberty. In the third term of Year 5, the teaching of Sex and Relationships education will commence relating specifically to the changed experienced during puberty. Videos will be used to explain the internal and external changes of puberty for both males and females. This will ensure pupils are prepared in good time for the emotional and physical changes experienced during puberty.

Year 6

In the third term of Year 6, the teaching of Sex and Relationships education will relate to a general topic concerned with choices they have to make about their lives, and also to the work in National Curriculum Science on animals and life cycles. Videos will be used to explain the internal and external changes of puberty, the journey of the egg and a sperm and the meeting in the act of sexual intercourse, and the development of the foetus and birth of a baby.

Working with parents

The school is committed to working with parents. Parents of both Year 5 and Year 6 pupils will be invited to view the teaching materials e.g. videos, prior to the delivery of Sex and Relationships Education to children. Under the Education Act 1993 pupils can be withdrawn by their parents from parts of sex and relationships education that are outside of the compulsory elements of sex education contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the Head teacher. They will explore the concerns of parents and will discuss any impact that withdrawal may have on the child. They will talk with the parents about the child’s possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised.

Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Sex education material will be available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home.

Teaching SRE in the modern world

There is an increasing concern for the growing risks associated with growing up in a digital world. Results from a recent YouGov poll found that 91% of parents believe that all pupils should learn about the risks of sexting and being contacted by strangers. Many aspects of these concerns will be covered through e-safety however discussions around what is age appropriate language and what children understand as sexual language will need to be covered through SRE. The decision for when and how to have these discussions will lie with the professional judgement of each class teacher and their knowledge and understanding of their pupils’ experiences.
An increasing number of children have access to a personal smart phone and are feeling the pressure of conforming to certain new norms that are being created for them in the cyber world. It is vital that they get an opportunity to reflect, question and challenge these norms and safeguard themselves against potential abuse.

**Answering difficult questions**

Sometimes an individual child will ask explicit or difficult questions in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations, referring to the co-ordinator if they are concerned and directing the children to seek advice of their parents.