

**Goodleigh C of E Primary School and  
Ilfracombe Infant and Nursery School  
Federation**

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**Sex and  
Relationships  
Education Policy**

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**2018**

# Sex and Relationships Education Policy

## Context/Introduction

“All schools must have an up to date Sex and Relationships Education (SRE) policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationships education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DFEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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.

## Description

Ilfracombe is a coastal town with a high level of deprivation and mobility. All children live within the catchment area. The school is a larger than average co-educational infant school which accommodates 3-7 year olds. The majority of children are of white British heritage. The school has a high percentage of SEND and above average families in receipt of free school meals.

Goodleigh C of E Primary School is a smaller than average primary school in a rural location, around 90% of pupils live out of the catchment area and the school has a high number of inward mobility pupils that join at times other than reception year. There are approximately 100 co-educated children on roll between the ages of 4-11 and the significant majority of pupils are of white British heritage. The school has a very high percentage of pupils with SEND and a higher than average number of families in receipt of free school meals.

## **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE curriculum. SRE will be taught in the context of relationship.

In addition SRE will promote self-esteem and emotion health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships and families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils' understand their sexual feelings and behaviour, so they can lead full and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop the skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

## **The Teaching Programme for Sex and Relationship Education Legal Requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents/carers do not have the right to withdraw their child/children

## National Curriculum Science

### Key Stage One

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

### Key Stage Two

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

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 that 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:

### **Foundation**

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 One**

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 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 Two**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years Five and Six. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE 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.

Sex and relationship education should focus on the development of skills and attitudes and not just the acquisition of knowledge.

## **The Organisation of Sex and Relationship Education**

Sex and relationship education is delivered through science, RE, PSHE, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach Sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video – unit 1, 2 & 3 plus work books.

Unit 1 5-7 years – Differences / How did I get here? / Growing up

Unit 2 7-9 years – Changes / How babies are made / How babies are born

Unit 3 9-11 years – Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400, Wetherby, LS23 7LG Tel 08701 246444

## **Specific Issues**

- Parental/Carer Consultation

The school includes information on sex and relationship education on the school website. The school informs parents/carers when some aspects of sex and relationship programme are taught and provides opportunities for parents/carers to view the videos and resources being used.

Parents/Carers have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens by working in partnership with parents/carers they recognise the importance of this aspect of their child's education.

- Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a children protection issue.

The Staff member will inform the Headteacher /Designated Child Protection person inline with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- Link with other Policies

This policy is linked with the following policies available on on the website or from the school office:

Equal Opportunities

Child Protection

Behaviour Policy

- Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavor to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- Use of Visitors

"Visitors should complement but never substitute or replace planned provision. It is the teacher's responsibility to plan the curriculum and lessons" *Sex and Relationship Guidance DfE 0116/2000 p29 6.11*

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage Two.

- Children with SEND

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 context of sex and relationship education.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the Headteacher, the nominated governors and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, talking to children and feedback from parents/carers.

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

This policy will be reviewed by the Curriculum and Resources Committee.