



Whitley Abbey Primary School
Sex and Relationships Policy

Reviewed March 2018 Next Review Spring 2021

Staff responsible for PSHE and Citizenship is Mrs Jules Hall (Head teacher)

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Policy Guidance (DfES 0116/2000)

Description of how the policy was formulated

- This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

Rationale.

Relationships and Sex Education in schools is a legal requirement. The government is now proposing that all primary schools provide relationships education and will retain their current choice to teach age appropriate sex education. This terminology is used in this policy to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage happy and healthy relationships.

The guidance suggests that Relationships and Sex Education should have three main elements as follows: Knowledge and understanding, Attitudes and values, Personal and social skills.

Legal Obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a sex education programme. They also have a responsibility to keep an up to date statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons that fall outside of those aspects covered in the Science National Curriculum.

The context of the school

Whitley Abbey Primary school is a maintained school, with a mix of religions, but predominantly Christian. The children range in age from Nursery 3 yrs. old to Year 6 where the children are 11yrs old. It serves a varied intake with the majority of pupils being of White British ethnicity, a higher than national average percentage of pupils from minority ethnic groups and EAL pupils, and an average percentage of children eligible for Pupil Premium funding. The school has an average percentage of pupils eligible for free school meals.

SRE in schools as a whole contributes towards:

- pupils building self-esteem and making positive health choices.
- Allowing pupils to learn the importance of values and individual conscience and moral considerations.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Develop critical thinking.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of difference.
- Developing an appreciation of the consequences of choices made.
- Managing conflict with peers.

The aim of the Relationships and Sex Education at Whitley Primary School is to help support pupils through their physical, emotional and moral development as stated above. The programme is firmly embedded within the PSHE/C curriculum.

Aims and Purpose

To teach pupils about sex, sexuality and sexual health at a level appropriate to the child's development. It seeks to help young children appreciate the value of stable and loving relationships in family life, respect, love and care.

To teach children about different types of relationships: friendships, family relationships and dealing with strangers

To teach children how to recognise and build healthy relationships

To teach children how relationships can affect health and well being

To teach children about how to deal with relationships online

To ensure Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically, an atmosphere of tolerance and acceptance will be encouraged.

To ensure vulnerable pupils e.g. autistic children will have their specific needs addressed by their class teacher.

To enable pupils to recognise the physical, social and emotional implications of sexual behaviour (Year 6) and to recognise that responsibilities in relationships are shared by every individual. This has three main elements:

Knowledge and understanding (physiology)

Personal and social skills (self-esteem and assertiveness skills)

Attitudes and values (culture, beliefs and respect for others)

A brief overview of specific issues for each year group and what the school has chosen to cover is in Appendix A, which shows the whole school overview.

Organisation and content

The National Curriculum Science requirements meet some of the above criteria. As part of the PSHE/C curriculum at Whitley Abbey Primary School a sex and relationships block is delivered in each year using the Swindon Healthy Schools programme of work.

Sex and relationships education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their own and other's values and to develop communication skills. Teaching pupils didactically does not give them an opportunity for asking questions and exploring personal and relevant issues. We will be teaching our Relationships and Sex Education with both genders in each lesson. The following teaching strategies are adopted by Whitley Abbey Primary School to support active learning and will be used in circle time, assemblies and PSHE/C sessions.

Sharing ideas

Discussion

Listening exercises

Case studies and scenarios

Trigger drawings, story boards, photos, role play

Big book stories and groups reading stories

Decision making exercises

Opportunities for questions (both in the class and anonymously)

Video clips from the Living and Growing series

The above methodologies allow children to practice skills, use their knowledge and understanding, explore, change views and make positive choices in life.

Where matters of Relationships and Sex Education arise in other areas of the curriculum, sessions will be structured following the Relationships and Sex Education guidelines. Pupils will be encouraged to seek additional support from appropriate other adults (other than their class teacher).

Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering Relationships and Sex Education curriculum. Relationships and Sex Education involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to Relationships and Sex Education will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Dealing with Specific Topics

Female Genital Mutilation

The School takes proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in the following ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. Vigilance in respect of children and families who have originated from areas where FGM is known to be practiced.

Responsibility for Relationships and Sex Education

A **whole school approach** will be adopted to Relationships and Sex Education that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding Relationships and Sex Education. A breakdown of this is below.

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of Relationships and Sex Education in-line with this policy by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the **class teacher**. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted and aided in their Relationships and Sex Education work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

The **Child Protection Co-ordinator** Mrs Jules Hall will be able to assist where required.

The designated **Relationships and Sex Education Co-ordinator** Mrs Di Phythian is responsible for the development for the Relationships and Sex Education programme that meets all legal requirements as well as the needs of the children. It also includes keeping up to date with

developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

Non-teaching staff (T. A's and Learning Mentors) may be involved in a supportive role in some Relationships and Sex Education lessons, circle times and assemblies. They may also play an important, informal pastoral support role with pupils. They will have access to information about what that year group is doing in Relationships and Sex Education and have access to attend appropriate staff training sessions.

Governors have responsibilities for school policies. They will be consulted about Relationships and Sex Education provision and policy and have reports at Governor's meetings where appropriate.

Ideally the membership of the teaching team will include both sexes. If this is not the case, then access for the children to a male and female teacher at Whitley Abbey Primary School should be arranged. Opportunities for discussions with a health professional will be offered. Pupils will be informed on how to access support from outside agencies, such as the NSPCC and CRASAC.

Partnership with Parents and Carers

Information on SRE in the school curriculum is contained in the school prospectus.

Parents/carers of all pupil are informed in writing of the content and timings of Relationships and Sex Education sessions and are welcome to preview the content of the sessions. Parents and carers will be offered support to talk to their children by the Healthy Schools Relationships and Sex Education Co-ordinator and will be invited to a phase meeting to discuss the content of the sex education part of the scheme

Parents/carers are encouraged to offer their opinions, comments or suggestions through the child's class teacher, leading tutor or governing body.

Parents /carers have the right to withdraw their child from Sex Education, indicated on the consent form when the child starts school, apart from the statutory content in the National Curriculum Science.

Partnership with Visitors

Use is made of teaching resources from a number of agencies. This includes the NHS, the School Nursing team and Coventry Healthcare. The school's attached nurse is informed of the content of the programme and is invited in to do Puberty talks with Years 5 and 6.

The school's nurse is invited to attend and Relationships and Sex Education events/decision making meetings.

The school nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated through school drop in sessions (in staff meetings).

Individual advice and counselling

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team Mrs Jules Hall (Headteacher, Child Protection lead and PSHE lead), and to Mrs Beccy Nero (SENco)

Equal Opportunities

Young people may have varying needs regarding Relationships and Sex Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Relationships and Sex Education that is relevant to their particular needs. To achieve this, the school will take into account:

- The needs of both boys and girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs

Partnership with pupils

The school accepts that an effective policy on Relationships and Sex Education requires information from pupils both at the development and implementation stages. This will be achieved by:

- School/class councils
- Circle time
- Annual/termly meetings with SLT
- Evaluation/monitoring

Information from class teachers about specific issues

Pupils who seek direct advice are referred to the Learning Mentors and are encouraged to discuss the matters with:

- Their parents, guardians or appropriate relative
- School nurse
- Another teacher

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

Some ground rules and distancing techniques could include:

- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in the conversation

Only correct terminology will be used
Meanings of words will be explained in a sensible and factual way

Confidentiality Policy

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a pupil to an outside agency. The following statement may be of use when talking to a pupil:

We listen to what you have to say and won't tell other people, but if we think that you or any other young person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge.

Links with other policies

In accordance with school and LEA policy, a commitment to Equal Opportunities will be built into all aspects of sex and relationship education. This policy links closely with the Equal Opportunities Policy, the Anti Bullying Policy, the Child Protection Policy and Staff Code of Conduct. We intend to meet individual student's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

Training

Opportunities for all teachers for further training in the delivery of sex and relationship education will be sought and accepted wherever circumstances permit.

The PSHE co-ordinator will be responsible for organising the training of staff delivery SRE. All staff will be issued with guidance for the delivery of the programme.

Resources will be provided by the PSHE/C co-ordinator and will be monitored by them for suitability.

Advice and support will be sought from the school nurse, Child Protection Officer (Mrs Jules Hall) and others as applicable.

Parents will be invited to phase meetings before the unit on can request to view resources and be given a time to view them.

They will also be provided with information on how to access support if required.

Policy Implementation

The policy will be available in the school office for access by all staff/parents/carers.

All sex and relationship education will be delivered according to the policy framework.

Other agencies that work with the school will be informed of the SRE policy.

Procedures for Evaluation, Monitoring and Review

Pupils will complete an evaluation sheet at the end of the SRE module. Understanding in sex and relationship education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including [insert choices of discussion, scrutiny of work, pupil self- assessment, peer assessment, project assessment. The recording of these assessments will take the form of- pupils being below, in-line with age-related expectations. The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through a report to parents on PSHE development, the teacher’s personal comment on attitudes to others, Science attainment targets, exercise of responsibility and contribution to the life of the school. The purpose of this is to establish the validity of both the content and the presentation of the sessions. The PSHE/C will monitor lessons throughout the school and year groups.

The PSHE co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will action specific by discussing them in a staff meeting with other staff.

Staff are individually responsible for monitoring of their practice through their own recording systems. Individual information that is confidential about that child to be kept securely at all times.

The policy will be reviewed annually by the Governors.

Complaints Procedure

Complaints about content and/or delivery of the Relationships and Sex Education programme will be addressed to the Head Teacher initially or Governors as outlined in the LA Complaints Policy

Review

This policy will be reviewed in Spring 2021 by the Head Teacher. This review will also involve teaching staff, parents, governors. This review will take the form of questionnaires, consultation meetings and a Performance and Standards Committee Meeting.

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Headteacher

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Chair of Governors

Appendix A

WHOLE SCHOOL OVERVIEW INSTEAD

Whitley Abbey Primary School Overview for 'Growing up' (Sex and Relationships Education)

Year Group	Lesson 1 Content	Lesson 1 Learning Objectives	Lesson 2 Content	Lesson2 Learning Objectives	Lesson 3 Content	Lesson 3 Learning Objectives
R	Personal Safety 1. Safe and Unsafe play areas. 2. Safe and unsafe people.	<ul style="list-style-type: none"> ▪ To identify safe areas to play in. ▪ To identify unsafe people. ▪ To express themselves. 	Personal Hygiene 1. Why we wash (bacteria and spread of infection). 2. How we wash. 3. When we wash.	<ul style="list-style-type: none"> ▪ To identify safe areas to play in. ▪ To identify unsafe people. ▪ To express themselves. 	Gender Differences 1. Concepts of male and female. 2. Identify gender difference in animals and recognise human males and females	<ul style="list-style-type: none"> ▪ Understand the concept of gender. ▪ Identify differences in gender.
Y1	Gender Differences 1. Name the different external body parts. 2. Explore gender stereotypes.	<ul style="list-style-type: none"> ▪ Recognise the different parts of the human body. ▪ Understand the concept of gender. ▪ Appreciate gender difference and accept diversity. 	Relationships Explore different types of human relationships (ie mother/daughter, mother/father, friendships etc).	<ul style="list-style-type: none"> ▪ Understand the diverse range of relationships. ▪ Appreciate that there are different types of relationships. ▪ Accept diversity and change within relationships. 	Communication 1. Identifying different feelings. 2. How to express feelings in a positive way. 3. How to stay safe.	<ul style="list-style-type: none"> ▪ Identify a range of emotions and deal with them in an appropriate manner. ▪ Know how to ask for help when needed.
Y2	Reproduction 1. How things grow. 2. The Life Cycle 3. How babies are made	<ul style="list-style-type: none"> ▪ Are able to identify and understand the stages of life and how things grow. ▪ Understand the basics of human reproductions. 	Growth 1. Revisit body parts. 2. Explore the changes that happen from birth and why these occur.	<ul style="list-style-type: none"> ▪ Are able to name the different parts of the body. ▪ Are able to identify what changes take place and why. 	Developing Relationships 1. Explore what components make up relationships, such as communication ,trust, honesty etc.	<ul style="list-style-type: none"> ▪ Are able to identify good and bad relationships. ▪ Are able to practice the components of good relationships such as communication and honesty.

Y3	<p>The Body</p> <ol style="list-style-type: none"> 1. Identify the external parts of the body and external reproductive system. 2. Identify gender differences. 	<ul style="list-style-type: none"> Are able to explain how the body functions. Are able to identify the male and female external reproductive parts. 	<p>Changes</p> <ol style="list-style-type: none"> 1. How emotions change as we grow. 2. How relationships change as we grow. 	<ul style="list-style-type: none"> Are able to identify different emotions and how these can change. Are able to identify how the nature of relationships 	<p>Personal Space</p> <ol style="list-style-type: none"> 1. Explore the meaning of personal space and personal safety. 2. Explore the concepts of personal hygiene and its importance. 	<ul style="list-style-type: none"> Are able to understand the concepts of personal space and safety. Are able to keep themselves clean and hygienically safe.
Y4	<p>Body Parts</p> <ol style="list-style-type: none"> 1. Identify the internal reproductive systems for males and females 	<ul style="list-style-type: none"> Are able to name the various parts of both male and female reproductive systems 	<p>Reproduction</p> <ol style="list-style-type: none"> 1. Why humans reproduce 2. How they reproduce 3. Get ready to reproduce (and introduction to puberty). 	<ul style="list-style-type: none"> Are able to explain how and why human reproduction happens 	<p>Relationships</p> <p>How and why relationships change</p> <p>How to deal with these changes</p> <p>How to negotiate new relationships</p>	<ul style="list-style-type: none"> Are able to identify how and why relationships change around puberty Are able to negotiate new relationships and deal with the changes in existing relationships including with friends and parents/family
Y5	<p>Relationships</p> <ol style="list-style-type: none"> 1. How to communicate effectively in relationships 2. How to deal with changes in relationships and where to get help and 	<ul style="list-style-type: none"> Are able to identify problems and deal with them Know where to get help 	<p>Body Image</p> <ol style="list-style-type: none"> 1. What is body image and how does it affect people 2. How to create an appropriate body image and gain self respect 	<ul style="list-style-type: none"> Are able to identify their own body image and the influences on it Have respect for themselves and others 	<p>Puberty</p> <ol style="list-style-type: none"> 1. What is it, what happens to males and females and why is it necessary 	<ul style="list-style-type: none"> Are able to identify changes in their own bodies Understand the process of puberty

	advice					
Y6	<p>Body Image</p> <ol style="list-style-type: none"> 1. The importance of personal hygiene as you get older 2. Dealing with the pressures relating to body image 	<ul style="list-style-type: none"> ▪ Understand why personal hygiene is important ▪ Understand the effect of peer pressure ▪ Are assertive in their choices about body image 	<p>Changing Relationships</p> <ol style="list-style-type: none"> 1. Dealing with peer pressure. 2. Dealing with the changing relationships with those around you, especially parents/ carers and the importance of communication 	<ul style="list-style-type: none"> ▪ Recognise and deal positively with peer pressure ▪ Understand the importance of communication within relationships 	<p>Reproduction</p> <ol style="list-style-type: none"> 1. Revisit puberty and reproduction 2. Sexual intercourse 	<ul style="list-style-type: none"> ▪ Recognise the changes in their own bodies in relation to puberty ▪ Understand human reproduction including sex

<http://www.swindonhealthyschools.org/sre-scheme-of-work/>