



---

Whitley Abbey Primary School  
Sex and Relationships Policy

Reviewed October 2016  
Next Review October 2017

## **Sex and Relationships Policy**

Staff responsible for PSHE and Citizenship is Mrs Jules Harrison( Acting 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.**

SRE in schools is a legal requirement. SRE stands for sex and relationships 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 relationships.

The guidance suggests that SRE 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 Reception 4yrs 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 above average percentage of children eligible for Pupil Premium funding. The school has an average percentage of pupils eligible for free school meals.

## **Definition**

SRE is a lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

SRE in schools as a whole contributes towards:

- The reduction of teenage pregnancies
  - It enables pupils to build self-esteem and make positive health choices.
  - It allows them to learn the importance of values and individual conscience and moral considerations.
  - Learn the value of respect, love and care.
  - Explore, consider and understand moral dilemmas.
  - Develop critical thinking.
  - Learn to manage emotions and relationships confidently and sensitively.
  - Develop self-respect and empathy for others.
  - Learn to make choices based on understanding of difference.
  - Develop an appreciation of the consequences of choices made.
  - Manage conflict with peers.

The aim of the sex and relationship policy at [school name] 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 marriage for a family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

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

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 SRE 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

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 SRE arise in other areas of the curriculum, sessions will be structured following the SRE 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 SRE curriculum. SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE 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.

## **Responsibility for SRE**

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

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of SRE 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 SRE 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 Harrison will be able to assist where required.

The designated **SRE Co-ordinator** Mrs Di Phythian is responsible for the development for the SRE 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 SRE 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 SRE and have access to attend appropriate staff training sessions.

**Governors** have responsibilities for school policies. They will be consulted about SRE 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 pupils are informed in writing of the content and timings of SRE 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 SRE Co-ordinator.

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 SRE, 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 SRE 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 Harrison (Acting Head, Child Protection lead and PSHCE lead), and to Miss Sarah Bourne (Acting SENCo).

### **Equal Opportunities**

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

The needs of boys as well as girls

Ethnic and cultural diversity

Varying home backgrounds

Sexuality

Orientation

Special Educational Needs

### **Partnership with pupils**

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

School/class councils

Circle time

Peer educators

Annual/termly meetings with SLT

Evaluation/monitoring

Information from class teachers about specific issues

Pupils who seek direct advice are referred to the child protection co-ordinator 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](#) and others as applicable.

Parents 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 reports](#) 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 SRE programme will be addressed to the [Headteacher initially](#) or Governors [as outlined in the LA Complaints Policy](#).

**Reviewed October 2016**

This policy will be reviewed in October 2017 by the headteacher. 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.

.....

Headteacher

.....

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

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

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

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