



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

Be the best you can be!

I can do all things through God who strengthens me.

Philippians 4:13

Every voice heard, every day a new chance, everyone exploring opportunities.

SEX AND RELATIONSHIPS AND PHYSICAL, SOCIAL, HEALTH AND EMOTIONAL EDUCATION POLICY

POLICY SUMMARY

Sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.



Salisbury Diocesan Board of Education 2011 as adopted by Child Okeford School

DATE ADOPTED
March 2018

REVISION NUMBER
1

LAST REVIEW

NEXT REVIEW
March 2020

1. Introduction

- (1) We have based our school's Sex and Relationships Policy (SRE) on the Dfe guidance document 'Sex and Relationship Education Guidance'. In this document sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.
- (2) Sex education at Child Okeford School is an integral part of the personal, social and health education curriculum (PSHE) in our school. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the Diocese). Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/ personal circumstances.
- (3) **All Staff are aware that everyone has views on SRE related issues.** Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

2. Aims and objectives

Through our Sex and Relationship and PSHE Curriculum:

- (i) children will gain an understanding of human sexuality, reproduction, sexual health, emotions and relationships;
- (ii) they learn and understand physical development at appropriate stages;
- (iii) gain a respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- (iv) learn the value of family life, marriage and stable and loving relationships;
- (v) explore, consider and understand moral dilemmas;
- (vi) recognise and manage emotions and relationships confidently and sensitively;
- (vii) develop self respect and empathy for others;
- (viii) respect others views;
- (ix) make informed choices;
- (x) recognise and avoid exploitation;
- (xi) learn how to keep themselves safe when using the internet and other forms of technology; and
- (xii) become increasingly aware of their responsibility when using all forms of technology, in order to respect the wellbeing and integrity of others.

3. Curriculum organisation (see Appendix)

- (1) We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE, RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- (2) In PSHE we teach children about relationships, and we encourage children to discuss issues. The children also begin to consider the opportunities, responsibilities and experiences of adult life. Children learn to appreciate the differences between people and how to show respect for each other

- (3) In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals move grow and reproduce, including humans; we also teach them about the main parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- (4) In Key Stage 2 RE children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

4. **National Health School Standard**

The principle underlying this standard is that effective sex and relationships education is best achieved through a whole school approach. This includes:

- (i) involving parents and carers;
- (ii) giving staff appropriate training and support; and
- (iii) ensuring that children's views are listened to.

5. **Curriculum content**

(1) Key Stage 1 - pupils should be taught:

- (i) to recognise and compare the main external parts of the bodies of humans;
- (ii) to use acceptable names for sexual parts;
- (iii) that animals, including humans grow and reproduce;
- (iv) that humans and other animals produce offspring and that these offspring grow into adults;
- (v) to recognise similarities and differences between themselves and others and treat others with sensitivity;
- (vi) identify and share their feelings with others;
- (vii) recognise safe and unsafe situations;
- (viii) to identify and be able to talk to someone they trust;
- (ix) to be aware that their feelings and actions have an impact on others;
- (x) to make a friend, talk with them and share feelings;
- (xi) to use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk;
- (xii) to identify human family relationships and raise awareness of the various types of human families; and
- (xiii) to develop ideas of non-stereotype gender roles.

(2) Key Stage 2 - pupils should be taught:

- (i) about the main stages of the human life cycle;
- (ii) about human and animal reproduction including how a baby is conceived, born and also life processes and growth;
- (iii) about how the body changes at puberty, such as the onset of periods and the voice breaking why they happen and how to manage them;
- (iv) to recognise how their emotions change at puberty and how to deal with their feelings towards themselves, their families and others in a positive way;
- (v) to be aware of different types of relationships, including marriage and those between friends and families, and to develop skills to be effective in relationships;
- (vi) to recognise and challenge stereotypes;
- (vii) where individual families and groups can find help;
- (viii) how the media impacts on forming attitudes;

- (ix) to be aware of the possible consequences of their actions;
 - (x) to be aware of different forms of bullying and the feelings of both bullies and victims and why being different can provoke bullying and to know why this is unacceptable; and
 - (xi) the need to trust and love in established relationships.
- (3) By the end of Year 6 children will be ready to access the KS3 curriculum in SRE.

6. **Teaching strategies**

- (1) It is essential that we help children develop confidence in talking, listening and thinking about sex and relationships. To help this we will incorporate some or all of the following strategies:
- (i) negotiating with children the “ground rules” as to what is acceptable in the classroom;
 - (ii) using distance techniques to depersonalise discussions, for example, role play, case studies, videos, theatre groups;
 - (iii) preparing for how to deal with unexpected questions or comments from children;
 - (iv) introducing the accepted biological vocabulary (as opposed to colloquialisms) and using it all times;
 - (v) showing respect for personal privacy and giving children the “right to pass” if they do not want to discuss a particular topic;
 - (vi) encouraging children to show respect for the opinion of others;
 - (vii) creating an atmosphere characterised by trust, honesty and confidentiality;
 - (viii) presenting sensitive information using a balanced approach, free from personal bias;
 - (ix) encouraging reflection; and
 - (x) using a male and female teacher to lead the lessons together if appropriate.
- (2) The teaching of sex and relationships within our school will be the responsibility of each class teacher.

7. **Resources**

The Rainbow SEAL resources:

- (i) ‘Love & Sex Matters—Relationships & Sex Education in a Context of Christian Values;
- (ii) Living and Growing—All About US (Channel 4 Learning); and
- (iii) we will also use outside agencies e.g. the school nurse etc to bring their perspective and specialised knowledge, experience and resources.

8. **Working with parents**

- (1) Key points:
- (i) parents are the key people in teaching their children about sex, relationships and growing up;
 - (ii) parents will be informed in advance that sex education will be taking place and that they have a right to withdraw their children if they so wish;
 - (iii) we will ensure that a positive effort is made to inform and involve parents in the development of our SRE curriculum and review of the schools SRE programme as part of an ongoing process.
- (2) The policy is available for inspection by parents, via the schools website and on site access.

9. **Withdrawal**

Parents/ carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/ carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been

removed. Materials are available to parents/ carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

10. **Equal opportunities statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra time.

11. **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/ he talks to the named child protection coordinator who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

12. **Child protection**

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Controversial and Sensitive Issues Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

13. **Dealing with questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection DSL (Designated Safeguarding Lead) if they are concerned.

14. **Role of Headteacher**

- (1) It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.
- (2) It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- (3) The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

15. **Monitoring and review**

- (1) The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.
- (2) The Policy Committee of the Governing Body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification.
- (3) The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
 - (i) Equal Opportunities Policy;
 - (ii) Health and Safety Policy;
 - (iii) Special Educational Needs Policy;
 - (iv) Drugs Education Policy;

- (v) Behaviour Policy;
- (vi) Anti-Bullying Policy;
- (vii) Child Protection Policy; and
- (viii) Curriculum Policy.

Appendix - Sex and Relationship and Physical, Social and Health Education Overview 2 Year Rolling Programme

Cycle A 2016 -17 – Acers follow Y4 programme and Oaks Year 6 programme;

Cycle B 2017-2018 Acers and Oaks follow Y5 programme

	New Beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
Reception	<p>Feelings Getting to know routines Class charter</p> <p>Love and Sex Matters book - Lesson 1: Loving Me</p> <p><i>Covered in Marvellous Me topic: being healthy</i></p>	<p>Resolving conflict Managing feelings Say no to bullying</p>	<p>What I am good at Setting goals</p>	<p>Feelings of happy and proud <i>Staying safe (see fire safety booklet)</i> Keeping healthy (Drugs) (see additional lessons) (SRE)</p>	<p>Feelings Being kind Discussing loss RRS lesson</p>	<p>How you have changed from a baby RRS lesson</p>
Year 1	<p>Class charter Why do we need rules? Problem solving Feelings Calming down What makes me special</p> <p>Love and Sex Matters book - Lesson 2: Loving you and 3: Our wonderful bodies</p>	<p>Friendships Say no to bullying <i>Covered in Superheroes topic – body parts, how to be healthy, Firework Safety, Fire Safety Lessons</i> Keeping healthy and medicine safety (drugs -see supplements)</p>	<p>How do we learn? Setting goals Green Cross code (to fit in with Local Area in Jolly Postman topic)</p>	<p>Our talents Feelings</p>	<p>People who are important to us Feelings RRS lesson Love and Sex Matters book – Lesson 5: My family Life Cycles covered in minibeast topic (See SRE supplement)</p>	<p>Changes over time – what changes and what stays the same Changing our behaviour <i>Covered in Summer holiday topic beach safety</i></p>
Year 2	<p>Class charter Feelings Calming down</p>	<p>Friendships and compliments Different</p>	<p>How do we learn? Setting goals</p>	<p>Feeling good Relaxing Being</p>	<p>Feelings/caring Leaving home What is</p>	<p>Changing our behaviour Drugs (see additional</p>

	Welcoming others	points of views Anger Say no to bullying Love and Sex Matters book – Lesson 7: How we love and care for our friends	Persistence <i>Covered in our topic – Planet Earth/ Where in the World is Barnaby Bear: looking after the world, hazards</i>	assertive Naming parts of the body (SRE) <i>Covered in topic – Planet earth/ Where in the world is Barnaby Bear: differences in humans and animals</i> Love and Sex Matters book – Lesson 4: How our bodies are different	important to them? Feeling lonely Relationships in the world RRS lesson	lessons) Love and Sex Matters book – Lesson 6: How we love and care for ourselves <i>Fire safety lessons (fit in with Great Fire of London)</i>
Year 3	Class charter Rights and responsibilities Exploring feelings Calming down Problem solving RRS lesson	Skills of friendship Anger Similarities and differences Diversity Say no to bullying	I am clever Reaching goals Responsibility	Feeling surprised Being Assertive Worried and anxious Healthy lifestyle Drugs - see additional lessons plus the lessons in the folder Love and Sex Matters book – Lesson 1: Making me	Special people Guilty Jealous Making wise choices RRS lesson <i>Fire safety lessons</i> Love and Sex Matters book – Lesson 7: In need of restoration	Puberty Who helps us stay safe Stereotyping (SRE) Positive changes Change is normal RRS lesson
Year 4	Class charter Welcoming people Joining a group Calming down	Key qualities in a friend Similarities and differences	Knowing myself Feelings and learning Barriers to	Risk taking Drug and alcohol The right response (drugs)	Family and friends Special people Loss	Puberty Staying safe Stereotyping (SRE)

	RRS lesson	Diversity Anger Say no to bullying	reaching goals Jobs in the community Perseverance	Feeling good about myself Hopeful and disappointed Hiding feelings Being assertive Love and Sex Matters book – Lesson 2: My world, your world	RRS lesson <i>Fire safety lessons</i> Love and Sex Matters book – Lesson 5: Marriage	Feelings about changes Unwelcome change Emotion in motion
Year 5	Class charter Creating a community Democracy Feelings RRS lesson	Levels of friendship Managing conflict Making up Anger Taking responsibility Say no to bullying	Effective learners Role models Planning goals <i>Fire safety lessons</i>	Proud/boastful Mixed feelings Agreeing and disagreeing Smoking Alcohol (drugs)	People around us Embarrassed Put downs are unkind RRS lesson Love and Sex Matters book – Lesson 4: Firm Foundations	Response to change Understanding individual differences Changes in puberty for girls and boys How babies are made (SRE) RRS lesson
Year 6	Class charter Building a community Feelings RRS lesson	Working in groups Differences – a barrier to friendship? Conflict resolution Anger Say no to bullying	Success Making choices <i>Fire safety lessons</i>	Anxious and worried Standing up for what I think (peer pressure) Taking responsibility Peer pressure in SEAL (Drugs) there is also some additional lessons attached	Loss Helping others Breaking friends Forgiveness RRS lesson Love and Sex Matters book – Lesson 6: Great Expectations	Puberty How babies are born Keeping safe (SRE) RRS lesson Love and Sex Matters book – Lesson 3: Changing bodies

