



## **Gedney Church End and Luton St Nicholas Federated Primary Schools**

### **Sex and Relationships Policy**

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## Gedney Church End and Lutton St. Nicholas Federated Primary Schools

### **Values and Aims**

Sex and Relationships education is a key strand of our approach to PSHE and the broader aim of providing a caring community in which children can learn to respect themselves and others and to take responsibility for their own actions.

Fundamental to our federation's values and practice is the principle of sharing the responsibility for the education of children with their parents. We strive to keep parents informed of any developments and changes to our approach to sex and relationships education.

Parents are invited to view the teaching materials we use and we welcome their comments as we try to foster a sense of co-operation and understanding in this vital area.

The term 'sex and relationships education' recognises that effective sex education can only take place when children have an awareness of how a range of quality relationships can be developed and sustained. We therefore aim to:

- Ensure children value relationships of all types – whether they are family, close friends or general acquaintances.
- Develop children's ability to communicate with each other and build relationships over time.
- Give children strategies for solving conflicts peacefully
- Enable children to discuss sex and relationships confidently, at a level appropriate for their age.
- Enable children to make healthy, informed choices in later life through increasing their knowledge, challenging preconceptions and practising the skills required to sustain quality relationships.

### **Objectives**

We intend to meet these objectives through:

- The specific teaching of age appropriate sex and relationships education from the Foundation Stage through to the end of Key Stage 2

- Ensuring that our Sex and Relationships Education policy meets the needs of all children including those with special educational needs
- Providing training and support for teachers in the planning and teaching of SRE
- Involving appropriate health care professionals in the education of the children
- Ensuring that resources, schemes of work and policies are regularly reviewed and kept up to date

## **Roles and Responsibilities**

The Governing Body will:

- Decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- Seek the advice of the Head Teacher in respect of policy, keep it up to date, and make it available to parents
- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of stable relationships in whatever form

The Head Teacher will ensure that:

- The Governing Body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the federation
- Sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of stable relationships
- Pupils are protected from inappropriate teaching materials
- A scheme of work is agreed and implemented
- Parents are informed about the programme of sex and relationships education each term

Staff who teach sex and relationships education are expected to:

- Provide sex and relationships education in accordance with this policy and in a way that encourages pupils to consider morals and the value of family life
- Participate in training to provide sex education in line with federation policy
- Implement the agreed schemes of work
- Draw to the attention of the Head Teacher any materials which they consider to be inappropriate

- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex education lessons

## **Teaching**

Sex and relationships education is a key strand in our overall PSHE programme. An outline teaching plan is attached as Appendix One. A more detailed breakdown will be found in the PSHE Scheme of Work.

Class teachers are responsible for the delivery of Sex and Relationships Education to their class. A teacher may wish to involve other appropriate professionals such as the school nurse, Special Education Needs co-ordinator or other members of staff (especially if there is a gender issue). However, the class teacher should remain actively involved in the lesson and be able to follow up issues or answer questions once the other adult has concluded their input. This is important as children will have a stronger relationship with their class teacher and are thus more likely to raise issues that may be of concern to them.

Sex and relationships education will also be delivered through:

- The Science Curriculum
- Private discussions with pupils as necessary.\*
- The use of paired and group work as a way of building co-operation skills.
- Assemblies including the use of SEAL materials

\* Where a class teacher deems it to be necessary to discuss an issue with a pupil in private, it is recommended good practice that another adult is in attendance thus safeguarding the child and adult concerned. Support staff will usually fulfil this role.

## **Teaching Methods**

Teachers will use a wide range of strategies to deliver sex and relationships education. Drama and role-play are particularly effective in dealing with conflict resolution. It is expected that the use of the Channel 4 video series 'Living and Growing' forms the basis for the majority of teaching, especially in upper Key Stage 2.

## **Dealing with Sensitive Questions**

Most questions raised by children should be responded to in a plain, honest and straightforward manner. If a member of staff feels that it is inappropriate to answer a question in front of the rest of the class then they should arrange to see the child individually, either to answer the

question or to explain why they feel that to answer it would be inappropriate. It is important to have another member of staff as a witness in these circumstances.

If at any time a member of staff becomes aware, or suspects, a child might be the victim of some form of abuse they should contact the Head Teacher who serves as the Federation's designated Child Protection Officer. The member of staff should not try to pursue the matter any further themselves unless circumstances are such that an immediate response is required. Where this is the case, the member of staff will be asked to produce a written record of what has happened, why they dealt with it at the time, with a copy being passed back to the Head Teacher.

### **Inclusion and Equal Opportunities**

All pupils in the federation, regardless of ability, should have equal access to the Sex and Relationships Teaching Programmes in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they will experience Sex and Relationships Education from many different cultures and perspectives. We recognise that different cultures deal with these matters in different ways and at all times, we will show respect to the views, wishes and cultural traditions of both pupils and parents. We also recognise the contribution that effective Sex and Relationships Education teaching makes to the development of Unique British Values (see below).

### **The Contribution of Sex and Relationships Education to the Development of Unique British Values**

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21<sup>st</sup> Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law

4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

Effective Sex and Relationships Education can contribute to the development of these values in the following ways:

- Helping pupils to understand the importance of mutual respect in all relationships
- Recognising that relationships come in many different forms but that all parties have the right to have their own views and that these should be respected
- Promoting tolerance and understanding of different cultures by learning about the nature of relationships within a multi-cultural, multi-faith and global context
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Helping pupils to understand how committed relationships have been beneficial to the stability of our society e.g. the monarchy, marriage, civil partnerships etc
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues including cross-cultural relationships, arranged marriages, divorce, contraception and bullying due to sexual orientation
- How positive relationships have promoted a sense of belonging and shared identity within the local, regional, national, continental and international community

### **The Right of Withdrawal**

Parents have the right to withdraw their children from aspects of Sex Education that do not form part of the Science curriculum. Parents wishing to exercise this right should inform the Head Teacher, in writing, of their decision.

Children who are withdrawn will be found suitable alternative work in another part of the school.

### **Resources**

Most general PSHE resources contain a range of support material on relationships. Sex education and the naming of body parts is supported by the Channel 4 video series '**Living and Growing.**' This will form the basis for much of the teaching in Upper Key Stage 2.

Parents will be informed of the resources being used within school and will be given the opportunity to come into school to inspect the teaching materials and to discuss concerns with staff.

### **Assessment and Recording**

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

### **Monitoring and Evaluation**

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

**Signed by Chair of Governors:**



**Ratified by Governors: November 2018 (FGB)**

**Updated: October 2018**

**Review: October 2019**

## Appendix One: Outline Teaching Programme

Reception	<ul style="list-style-type: none"> <li>▪ Recognising the importance of family and friendship</li> <li>▪ Communities: people who help us in and outside of school – who to go to if we need help</li> <li>▪ Keeping myself safe</li> <li>▪ How friends/family make us sad or happy</li> <li>▪ How do we communicate those feelings?</li> </ul>
Years 1 and 2	<ul style="list-style-type: none"> <li>▪ How friends/family make me feel afraid or angry</li> <li>▪ How to deal with those emotions</li> <li>▪ How do I make someone else feel special?</li> <li>▪ How does my behaviour affect those around me?</li> <li>▪ How do I cope with change in my relationships? (The arrival of a sibling, the death of a pet etc.)</li> <li>▪ How do I support my friends during sad times and times of change?</li> <li>▪ Name common body parts</li> </ul>
Years 3 and 4	<ul style="list-style-type: none"> <li>▪ How have my relationships changed since I was an Infant?</li> <li>▪ How do I resolve problems when relationships go wrong?</li> <li>▪ What do I look for in a good friend?</li> <li>▪ How can I be a good friend to others?</li> <li>▪ Being responsible for my own decisions, including rights and responsibilities</li> <li>▪ How has my body changed since I was young?</li> <li>▪ Puberty, including periods*</li> <li>▪ Name all body parts</li> </ul>
Years 5 and 6	<ul style="list-style-type: none"> <li>▪ Peer pressure – how to say no</li> <li>▪ How will I change in the future?</li> <li>▪ Sexual intercourse**</li> <li>▪ Contraception**</li> <li>▪ Changing relationships</li> <li>▪ Facing changes – my body, my school</li> <li>▪ Supporting friends through change</li> <li>▪ Peer pressure – secondary transfer survival strategies</li> </ul>

	<ul style="list-style-type: none"><li>▪ How to recognise changing and conflicting emotions</li></ul>
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\* Targeted towards Year 4 pupils

\*\* Year 6 Only