



‘Sex and Relationships’ Policy Parkfield Community School

Links to Rights Respecting: A17: *Every child has the right to reliable information from the mass media they can understand, especially those aimed at the promotion of their social, spiritual and moral well-being and physical and mental health.*
A27: *Every child has the right to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development.*

Introduction

This policy is a legal requirement and states the aims, objectives and strategies for the teaching of Sex and Relationships Education (SRE) at Parkfield Community School. The word ‘sex’ is used in its widest form, and focuses on differences in gender, and as the children grow older it moves on to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

Aims and Objectives:

Definition

SRE is about life long learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect love and care. It involves children acquiring information, developing skills and forming positive beliefs, values and attitudes in their family and religious life.

SRE aims to ensure that all children leaving the school are able to:

- Understand and manage their own feelings and emotions;
- Be sensitive to the feelings beliefs and attitudes of others;
- Respect themselves and others;
- Communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered sensitively, where trust and confidentiality are ensured.
- Deal with unwanted pressure;
- Make informed choices;
- Be prepared for the physical and emotional changes that happen during puberty;
- Have the appropriate language to talk about themselves and their bodies;

- Have an understanding of their rights and responsibilities;
- Form positive and healthy relationships with others around them;
- Make sense of the messages that they receive about relationships and growing up from the world around them.
- To emphasise the role and value of family life.
- To understand there are different models of family life and not to judge others who may be different in some way
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.

Central to the SRE policy is the growth of self esteem and taking responsibility for oneself and one's actions.

Moral and Values Framework

The SRE programme reflects Parkfield's school aims:

We believe that every child should feel happy, confident, valued and secure in school. We acknowledge the cultural background of our children and provide a multi cultural perspective which is representative of society as a whole. Everyone at Parkfield should understand and value the rights and needs of others in our society regardless of race, religion, gender, gender identity, age, disabilities, sexual orientation. We take guidance from the Equality Act 2010 on this matter, which is British law.

Therefore we believe that SRE plays a vital role in meeting the physical and emotional needs of the children within Parkfield School and supports our school ethos.

Sex and relationships education is taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others

Equal Opportunities

At Parkfield we respect the unique cultural make-up of our school, and ensure that we teach SRE to all children regardless of race, religion, gender, gender identity, age, disabilities, sexual orientation.

Contents

At Parkfield Community School SRE is delivered through the science curriculum and the PSHE curriculum. Some of these aspects are also delivered and reinforced through our assemblies and emotional literacy sessions.

Key Stage 1

The science curriculum is a statutory requirement and includes

- a) that animals including humans, move, feed, grow and use their senses and reproduce
- b) to recognize and compare the main external parts of the bodies of humans;
- c) that humans and animals can produce offspring and these grow into adults;

Pupils will also be able to:

- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Understand the basic rules for keeping themselves safe
- Why families are special for sharing and caring

Key Stage 2

- a) that the life processes common to humans and other animals include nutrition, growth and reproduction;
- b) about the main stages of the human life cycle,
- c) evolution.

Pupils will also be able to:

- Express opinions, for example, about relationships and bullying
- Respect other peoples viewpoints and beliefs
- Recognise their changing emotions and be able to express their feelings positively
- Be self confident and recognise their own worth, identifying positive things about themselves
- Balance the stresses of life in order to promote their own mental health and well being and that of others.
- Listen to and support friends, managing friendship problems
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- Recognise unwanted touch and know what to do if someone makes you feel uncomfortable because of it.
- Understand that safe routines will stop the spread of viruses
- Understand the physical changes that take place at puberty, why they happen and how to manage them

- Keep themselves safe when involved in risky activities
- Understand that their actions have consequences and be able to anticipate the results of them.
- Name the main external parts of the body including agreed names for sexual parts.

SRE is covered within the four main strands of PSHE:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing children to play an active role as citizens;
- Developing a healthy safer lifestyle;
- Developing good relationships and respecting the differences between people;

For further details please refer to the PSHE / emotional literacy scheme of work and the whole school curriculum.

Organisation

The PSHE/Citizenship curriculum team leader and their team are responsible for monitoring the development of SRE.

SRE will be delivered in a sensitive and appropriate way taking into consideration the cultural backgrounds and diversity of the children. The SRE programme builds on previous knowledge and skills as the children progress through out the school.

SRE will be covered in the following:

- In circle time;
- Through assemblies;
- As a discrete subject (delivered by the teacher, schools nurse, production companies and other outside agencies);
- Through other curriculum areas.

SRE will be taught by the appropriate staff, within the agreed scheme of work. All staff will be supported in this work with opportunities for team teaching and training. The teaching of SRE will be flexible enough to take into account the needs of individual year groups.

Resources

Resources will be identified to supports schemes of work. Three picture books are used in the lessons:

Hair in funny places – Babette Cole (Year 5)

Where Willy went- Nicholas Allen (Year 6)

The great big book of families – Ros Asquith (Year 6)

Worksheets are taken from the “Living and growing” Channel 4 scheme (units 1,2,3). No film clips are used in the lessons.

Specific Issues:

Provision for Pubertal Pupils

Specific and appropriate education to prepare children for the changes that happen at puberty will begin for both boys and girls in year 5. This helps to ensure children know and understand what support is available to help them to manage these changes.

In Year 3 children are taught about life cycles and names of body parts. Sessions are taught by the class teacher in mixed gender groups.

SRE in Year 5 focuses on puberty and is taught by the class teacher in single-gender groups. In year 6 the focus is on differences between males and females, reproduction and relationships. The Year 6 sessions will be taught by the class teacher in mixed gender groups.

Supplies of sanitary protection will be available within school and a sanitary disposal unit is available in the Yr5 and 6 girls' toilets

Questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework:

- Correct and appropriate terminology will be used. (The use of correct terminology will be encouraged throughout the school);
- It is inappropriate for both teachers and children to answer personal questions;
- Staff are encouraged to answer all questions, but will use their professional judgment to decide whether an appropriate response should be given in a classroom situation or referred to home;
- Question boxes can be used within discreet RGE lessons.

Female Genital Mutilation

During PSHE lessons in Year 5 & 6 children have a discussion about child protection and safeguarding of which FGM is mentioned. These lessons are for girls and boys and are about conversations that are designed to empower young girls to understand their right to be safe and be in control of their bodies is an integral part of this. These lessons are to emphasise what our bodies should look like and that it is not ok or legal for someone to cut or change them. Appendix 1 attached – FGM Passport

- No formal written lesson plans.

- Parents letters sent / parents spoken to by head and/or appropriate adult. Session is for Year 6 girls of all ethnicities and happens in the summer term.
- Session covers:
 - Keeping safe into secondary school
 - Being confident to say no
 - Body changes in puberty
 - Violence against girls
 - Being confident to have ownership of their bodies, this includes a discussion about FGM.
 - Language used includes:
 - “Sometimes there is a medical need for an operation, if anyone talks to you about going away for a celebration then know that you can ask for help”
 - “Your body will have some changes during puberty (explain) but otherwise it needs to stay the same as when you were born, no one else can change it for you.”

Confidentiality and Child Protection

Confidentiality **cannot be offered** to any child. If any child protection issues arise all staff and people working within the school must follow Child Protection Procedures and refer to the senior designated Child Protection Teachers (Deputy Headteacher and SEN Co-ordinator).

Use of Outside visitors

All visitors will work within the policy framework.

Working with parents

Parents will be specifically informed through a letter about discreet SRE lessons and be provided with the opportunity to view resources and discuss the specific teaching content.

Parents have the right to withdraw their children from SRE lessons provided at school, except for those parts included in the statutory National Curriculum for science and the diversity / citizenship units of work. If parents have concerns or complaints about the content of SRE or want to withdraw their child they will need to make an appointment with the head teacher to discuss it.

Dissemination of policy

A clear definition of SRE will be included within the school prospectus. All staff and governors will have an opportunity to read and comment on the policy. The policy will also be made available to any other interested parties.

Monitoring and Review

The drugs education/ sex and relationship education schemes will be evaluated by staff and the PSHE/Citizenship team leader and/or members of this team will monitor planning and lesson delivery. The children will be given an opportunity to reflect on what they have learnt at the end of each topic.

NOTE:

This SRE policy should be read in conjunction with the PSHE and Citizenship, Drugs Education, Child Protection, Equal Opportunities and Health, Safety and Welfare Policies.

Policy Reviewed:

May 2016

To be reviewed as necessary