



BELMONT PRIMARY SCHOOL
SEX & RELATIONSHIP EDUCATION POLICY

February 2016

Date of approval by governors: 24/02/2016

Signed by Chair of Governors: _____ Mike Bloomfield.

Date issued to staff: / /2016

Policy for Sex and Relationship Education

Mission Statement

We would like Belmont to be a safe place, where pupils, staff, parents and the community together in an atmosphere of mutual respect, to achieve the full potential of all individuals in the context of well-ordered, happy and purposeful learning environment.

Overall Aim

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

We aim to provide a framework for effective Sex and Relationship Education within the school environment.

Roles and Responsibilities

Parents and guardians

The prime responsibility for bringing up children rests with the parents.

Belmont Primary School recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.

The more specific material for Year 5 and 6 pupils entering puberty will be previewed by parents in the second half of the summer term.

The school recognises that this is a sensitive area of the curriculum. The views of any parents regarding the content and presentation of the material are welcomed as are any other suggestions or queries.

Parents have the right to withdraw their children from any parts of the Sex Education programme without giving reasons. Alternative arrangements will be made by the class teacher. If they have reservations about any aspect of the work, however, we would encourage them to discuss them first with the appropriate member of staff or the Head teacher.

The role of school governors

This policy has been agreed by the Governors of Belmont Primary School after due consideration of all relevant issues and consultation with appropriate authorities. The Governors, in common with the staff, would welcome views and suggestions from parents. Following delivery of the sex education model in the Upper School, views will be sought from parents on how they felt things went. These views will be made available to the Governors. They will make a written statement of the school's policy available to interested parents to facilitate this end.

All Staff

Sex and Relationship Education is a whole school issue. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Equal Opportunities

Unless specifically withdrawn, all children are entitled to follow the Sex Education programme at a level relevant to their needs and maturity. There will be no discrimination on grounds of special needs, gender, race or religion but sensitivity may need to be exercised towards children who hold specific beliefs in certain areas.

Inset

The school, via the Head teacher and Governors, will regularly review the training of those who have a major responsibility in the Sex Education programme and take appropriate steps to maintain a base of expertise in current and best working practices.

Monitoring and review

The implementation of the policy will be monitored by the designated person who will also be responsible for reviewing progress and effectiveness of working practices within the school. Evidence, both concrete and anecdotal, will form the basis of the review and any consequent action.

Programme of Study addressed through PSHE and Citizenship Schemes of Work

Foundation Stage – Early Learning Goals

- All sessions will be delivered using subject appropriate language.
- Disposition and attitude
- Self confidence and self esteem
- Making relationships
- Behaviour and self control
- Self care sense of community.

Key Stage 1 - Curriculum Links

| PSHE | Science |
|---|---|
| <ul style="list-style-type: none">• to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences ;• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings :• the importance of and how to maintain personal hygiene. | <ul style="list-style-type: none">• Identify, name, draw and label basic parts of the human body. |

Key Stage 2 - Curriculum Links

| PSHE | Science |
|---|---|
| <ul style="list-style-type: none"> • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • school rules about health and safety, basic emergency aid procedures, where and how to get help • how their body will change as they approach and move through puberty • to recognize and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • that their actions affect themselves and others | <ul style="list-style-type: none"> • describe the changes as humans develop to old age; • indicate stages in the growth and development of humans; • learn about the changes experienced in puberty; • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; • recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. |

Methodology

A variety of teaching strategies are applied to enrich SRE with creativity. All sessions are based on firm, fair ground rules (Lucinda and Godfrey).

- Circle Time
- Drama
- Group discussion/Paired work
- Puppets
- Storyboard
- Worksheet

Values framework

Children should be taught sex education within a values framework which models and encourages:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- A commitment, trust and bonding within sexual relationships.
- A mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self awareness for themselves and for others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, consideration and care when people do not conform to their way of life,
- An acknowledgement and understanding of diversity of religion, culture and sexual orientation.
- A self discipline regarding their sexuality.
- At all time the feelings of the individual will be respected but in extreme cases, where such feelings might lead to unacceptable behaviour, the children will be taught that while their feeling is understandable the behaviour is not.

Cross Curricular Links

It is possible that questions concerning sex education may crop up in other lessons. In such cases, questions will be answered in accordance with school policy but will not be regarded as part of the Sex Education programme. Teachers will have regard for any children who have been withdrawn from the programme when answering questions. They will also deal with the situation with due regard to school policies and procedures on PSHE, Science and Child Protection.

Questions and answers

There is an 'in school' language and 'out of school' language and children must be taught to use the correct vocabulary in school. Staff will support this process by using the correct vocabulary at all times.

In answering questions, staff will use a degree of personal and professional discretion, bearing in mind the policies and procedures in associated documents and the age and maturity of the children. Basically, the school policy is to answer questions honestly and openly as possible.

If a teacher is in some doubt as to whether they should answer a question:-

- a) They will ask why the child wants to know
- b) Answer appropriate to age, if they feel comfortable
- c) Say they will think about the answer and contact the child's parents to discuss the matter.

If parents are happy for the teacher to deal with the matter it may be appropriate to deal with the child as an individual, possibly with another member of staff present.

Children may not feel entirely comfortable in asking questions in front of a group. In this case:-

- a) They might care to write the questions on an un-named piece of paper to receive an answer anonymously.

They might care to talk to the teacher or other professional individually at some appropriate moment. In this case, the adult might consider being in plain view of others, perhaps in the hall, whilst answering the question privately

Resources

Lucinda & Godfrey resource pack will be utilised in foundation Key Stage 1 and Key Stage 2.

The following table shows the objectives taught in each year group following this scheme:

FOUNDATION STAGE

- 1c** Pupils should be taught to recognise, name and deal with their feelings in a positive way.
- 1d** To think about themselves, learn from experiences and recognise what they are good at.
- 2d** To agree and follow rules for their group and classroom and understand how rules help them.
- 3e** To be able to name their body parts.

YEAR ONE

- 1c** Pupils should be taught to recognise, name and deal with their feelings in a positive way.
- 1d** To think about themselves, learn from experiences and recognise what they are good at.
- 2a** Pupils should be taught to take part in discussions with one other person and the whole class.
- 2c** Pupils should be taught to recognise choices they can make and recognise the difference between right and wrong.
- 2d** To agree and follow rules for their group and classroom and understand how rules help them.
- 3e** To be able to name their body parts.
- 4b** Family and friends should care for each other.

YEAR TWO

- 1c** Pupils should be taught to recognise, name and deal with their feelings in a positive way.
- 2a** Pupils should be taught to take part in discussions with one other person and the whole class.
- 2c** Pupils should be taught to recognise choices they can make and recognise the difference between right and wrong.
- 2d** To agree and follow rules for their group and classroom and understand how rules help them.
- 3b** Pupils should be taught to maintain personal hygiene.

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- 2a** Pupils should be taught to take part in discussions with one other person and the whole class.
- 2c** Pupils should be taught to recognise choices they can make and recognise the difference between right and wrong.
- 2d** To agree and follow rules for their group and classroom and understand how rules help them.
- 3b** Pupils should be taught to maintain personal hygiene.

YEAR THREE

- 1a** Pupils should be taught to talk and write about their opinions, and explain their views on issues that affect themselves and society.
- 2a** To research, discuss and debate topical issues, problems and events.
- 2b** Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- 2f** To resolve differences by looking at alternatives, making decisions and explaining choices.
- 3e** To recognise the different risks in different situations and then decide how to behave responsibly, including safe road use, and judging what kind of physical contact is acceptable or unacceptable.

YEAR FOUR

- 1d** To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- 2a** To research, discuss and debate topical issues, problems and events.
- 2b** Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- 3a** What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- 3f** That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong.
- 4a** That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.

YEAR FIVE

- 1d** To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- 2b** Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- 3a** What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- 3c** About how the body changes as they approach puberty.

YEAR SIX

- 1d** To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- 2b** Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- 3a** What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- 3c** About how the body changes as they approach puberty.
- 4a** That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- 4d** To be aware of different types of relationships, including marriage and those between friends and families, and to develop skills to be effective in these relationships.

Dissemination

The draft policy will be given to all members of the Governing body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents from the school office.

Implementation of Policy

Implementation of the policy will take place after consultation with the Governors in February 2016. To be reviewed in November 2018.

Monitoring and Evaluating the policy

This policy will be reviewed every two years by the Headteacher, PSHE Co-ordinator and the Governing Body and Staff.

Links to other policies:

Safeguarding Children Policy

Confidentiality Policy

Staff Code of Conduct

Healthy Schools

Science

PSHCE