

## Hevingham and Marsham Primary Schools

### SRE: SEX AND RELATIONSHIPS POLICY

1. Hevingham and Marsham Schools are committed to the teaching of Sex Education. It will be taught as part of our Personal, Social and Health Education studies (P.S.H.E) with elements also covered by studies within Science.

#### 1.1 What is SRE?

#### 1.2 What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:-

- attitudes and values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and
  - developing critical thinking as part of decision-making.
- personal and social skills
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequence of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning about contraception and the range of local and national sexual health advice, contraception and support services
  - learning the reasons for delaying sexual activity and the benefits to be gained from such delay; and
  - the avoidance of unplanned pregnancy.

## 2. Rationale

A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting an SRE programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

### Objectives for SRE

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- To enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To enable pupils to understand the process of human reproduction.
- To emphasise the role and the value of family life.
- To enable pupils to know what is and what is not legal in matters relating to sexual activity.
- To inform pupils of where they can go for further information and advice.
- To enable pupils to keep themselves safe when using the internet.

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who are experienced and have been specifically trained in this aspect of education. Among the values promoted are:-

- Respect for oneself and other people.
- Taking responsibility for one's actions in all situations.
- 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 difference of others.

- The school uses the PATHS programme to teach children about feelings.

### **3. Organisation**

- 3.1 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) 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.
- 3.2 In PSHE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them what will happen to their bodies during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 3.3 In science lessons in both key stages, 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, including humans, move, feeds, grow and reproduce and we also teach them about the main parts of the body. Children learn to appreciate the difference between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 3.4 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 3.5 We use the PATHS programme to teach children how to understand their own feelings and the feelings of others.
- 3.6 At Hevingham and Marsham children will be taught in single sex groups when dealing with puberty and sexual intercourse. As far as possible, each group will be taught by a teacher of the same sex.

Children will all be taught the same information about puberty for boys and girls. The school believes that this is an important part of understanding each other and forming strong, stable relationships in the future.

The school has a policy of answering any sex related questions the children ask.

### **4. A Sequence for Teaching SRE**

#### ***Reception/Year 1 (Year 2)***

1. People in my life – what they do for me and what I do for them.
2. My moods – feeling happy, sad.
3. Friendships.
4. Loss and mourning – a person, a pet.
5. Keeping safe – dangers I might come up against and saying no.
6. My body and other people's bodies – similarities and differences.

7. The beginning of life – me, animals and plants.
8. Growth in people, animals and plants.
9. Ageing – how we know things are alive, dead, young or old.
10. Changes as we grow.

### **Year 2**

1. Different types of families.
2. Feelings in the family – love, jealousy.
3. What helps people to get along with each other – listening, sharing.
4. What makes me happy.
5. What I like or don't like about other people.
6. What other people like or don't like about me.
7. Keeping safe.
8. Caring for myself – hygiene, sleep, exercise.
9. People who help me to care for myself.
10. Inside my body – the functions of different parts.

### **Year 3/4**

1. Feelings – things which make me happy, sad, embarrassed, scared.
2. Difficult situations – teasing and bullying.
3. Babies, how they are born and how they grow (animal kingdom examples).
4. Family trees.
5. Keeping healthy, exercise and diet.
6. Friendships – who our friends are and how we make and lose friends.
7. Making decisions – influences on me and peer group pressure.
8. Keeping safe.
9. Lifestyles in the class and community – differences in others and how we feel about differences.

### **Year 5/6**

1. Babies, how they are made, born and grow.
2. Decision making and risk taking.
3. Feelings about the future – changing schools, adolescence.
4. Families and how they happen.
5. Celebrations of birth, puberty, marriage and death in different cultures.
6. Expressing feelings and how we do this – being assertive and not bullying.
7. Differences and similarities in people.
8. Sexuality – what it is and what words describe it.
9. Body changes in me and others – why they are happening.
10. Things that go into my body that help and things that harm.
11. Messages about health and sexuality from television, films, books and newspapers.

Year 5/6 children will, in addition, have a programme of study based on the C4 Sex Education television series which shows birth and caring in a family setting (Living and Growing).

#### **The programme includes:-**

1. Growing – physical and emotional changes during puberty.
2. Someone new – the development of the womb and the birth of a baby.
3. Life begins – the meeting of the sperm and the egg.

Boys and girls of both year groups will watch the programmes and undertake follow-up discussions together with the class teacher. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions concerning homosexuality, sexually

transmitted disease and contraception will be answered if raised. Teaching staff will not be expected to answer questions that they consider to be of a personal or inappropriate nature. All discussions will be sensitive to the backgrounds, experiences and cultures of our pupils; however in the likely event that class discussions raise or indicate possible 'child protection' issues then the teacher concerned must (confidentially) discuss the concern with the schools' nominated Child Protection Officer.

Before the programmes are seen by the children, parents will have the opportunity to view the programmes and comment on the content.

### **By the end of Key Stage 1**

#### **Pupils will be able to:-**

- Recognise and compare the main external parts of the bodies of humans\*
- Recognise similarities and differences between themselves and others and treat others with sensitivity\*
- 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.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

#### **Pupils will know and understand:-**

- That animals, including humans, grow and reproduce\*
- That humans and animals can produce offspring and these grow into adults\*
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are like and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including agreed names for sexual parts.
- Why families are special for caring and sharing.

#### **Pupils will have considered:-**

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

### **By the end of Key Stage 2**

#### **Pupils will be able to:-**

- Express opinions, for example, about relationships and bullying.
- Listen to and support others.
- Respect other people's viewpoints and beliefs.

- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of new situations, such as seeking new friends.
- Form opinions that they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote their own mental health and well-being and that of others.
- See things from other people's viewpoints, for example their parents and their carers.
- Discuss moral questions.
- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example in relation to gender.
- Recognise the pressure of unwanted physical contact and know ways of resisting it.

**Pupils will know and understand:-**

- That the life processes common to humans and other animals include growth and reproduction\*
- About the main stages of the human life cycle\*
- That safe routines can stop the spread of viruses including HIV.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and be able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About and accept a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

**Pupils will have considered:-**

- The diversity of lifestyles.
- Others' points of view, including their parents' or carers'.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.

\*Those statements marked with an asterisk are part of the National Curriculum science requirements.

**5. Partnership with Parents**

We participate in the healthy schools standard scheme which promotes health education. As participant in this scheme we consult with parents on all matters of health education.

At Hevingham and Marsham we value our partnership with parents and try to ensure that our policy on SRE reflects the view of the majority. Most parents, who responded to the questionnaire, believe that the responsibility for sex and relationship education is a shared responsibility between families and primary school.

Most parents, who responded to the questionnaire, felt that Key Stage 2 was the right time to start preparing children for puberty and that upper Key Stage 2 (Years 5 and 6) pregnancy, birth and sexual intercourse should be introduced.

Parents have told us they would like to know when and by whom sex and relationship education will be taught and we will endeavour to notify parents of this the term before sex and relationship education will take place.

We are happy for parents to see the resources we use for sex and relationship education.

The school will address all children's questions openly and sensitively in accordance with the wishes of parents who responded to the questionnaire.

Parents have the right to withdraw their child/children from the non-statutory parts of sex and relationship education.

## **6. Training and Resources**

The school trains its KS2 teachers in effective teaching for sex and relationship education sharing its training developed by the health authority and designed specifically for teachers. The school recognises that some teachers may find this subject difficult to teach and will offer support such as team teaching if it is required.

After researching the possibilities, the school has purchased the following resources package:-

- Living and Growing (published by Channel 4 learning).

## **7. Monitoring and Evaluation**

- The teaching of sex and relationship education forms part of the personal, social and health curriculum as such its delivery will be monitored by the PSHE subject leader in conjunction with the Head teacher.

## **8. Safeguarding**

- If during an SRE lesson any pupil discloses information that leads to an adult to be concerned for the safety and well-being of the pupil, staff will act in accordance with the safeguarding policy.

This policy will be adopted in February 2014. The date of the next formal review will be as required.

This policy has been reviewed in line with our Single Equality Scheme.