

# Sex and Relationship Policy

---



## Towngate Primary Academy Sex and Relationship Policy

Date	Review Date	Coordinator	Nominated Governor
January 2018	January 2020	Headteacher	Mrs Joanne Crook

This policy is based on the DfE Sex and Relationship Education guidance 2000 taking into account the revised National Curriculum framework (DfE 2013a). Within our policy we have agreed an understanding and definition of Sex and Relationship education as being “learning about physical, moral and emotional development”.

### **Aims and objectives of the policy and programme**

We aim to develop the attitudes and values, personal and social skills, knowledge and understanding pupils need to live confident, healthy and independent lives. We believe that a successful Sex and Relationship curriculum will enable our pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We want our children to have accurate information and the skills needed to enable them to make informed choices when dealing with moral and social issues. We do not use sex education as a means of promoting any form of sexual orientation. The Foundation Stage Guidance, National Curriculum Science curriculum, PSHE and Citizenship framework, the criteria set out in the Healthy Schools Standards all lay down the requirements for a Sex and Relationship curriculum.

This policy is firmly rooted in the framework for PSHE and not delivered in isolation.

These aims will be achieved through a Sex and Relationship Education curriculum which includes the following:

### **Attitudes and values**

The children will become aware of:

- The value of family life and loving relationships for the care of children
- The value of respect, love and care
- Be prepared to respect the views of others

# Sex and Relationship Policy

---

- Respect of their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship

## **Skills**

The children will be able to:

- Recognise the consequences of their choices and be prepared to take responsibility for them
- Talk, listen and think about feelings and relationships
- Recognise when they need help and support and be able to ask for it

## **Knowledge and Understanding**

Children will know and understand:

- How their bodies work, change and develop as they grow up and to be able to name parts of the body
- That their emotions, feelings and relationships change as they grow up
- How humans reproduce

The knowledge, skills and attitudes of sex and relationship education will be covered in a variety of ways to make best use of any links to other areas of the curriculum and to ensure that they are not taught in isolation so that children can see the relevance of them to their lives.

As part of the Foundation Stage Guidance / National Curriculum, see appendices.

## **Moral and values framework**

While sex education in our academy means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in academy. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of relationships and family life, including strong and supportive relationships outside marriage. There is no stigmatisation of children based on their home circumstances.
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.
- Children can always ask about things in private with an adult but the adult may need to share information if they are worried.

## **Equal Opportunities**

Sex and relationship education should help all pupils understand their physical and emotional development and is consistent with the academy's inclusion policy. Sex and relationship education will contribute to the broadening of children's views of gender roles and

# Sex and Relationship Policy

---

expectations. Teachers should deal honestly but sensitively with matters of sexual orientation. There should be no direct promotion of sexual orientation. All information must be accurate and combat ignorance, misconceptions, stereotypes and prejudice. Consideration will be given to any religious or cultural tradition or factors which may arise.

## **Content of programme See Appendix I.**

Where the overall content of the programme for Sex and Relationship education can be found.

This is also shared with parents so they are aware of the headings relating to the age group of the children and know what they can withdraw their children from.

## **Organisation**

Great care is taken to make sure that any sex education taught is matched to the maturity of the pupils involved, which may not always match their chronological age. Work should be geared to the needs of the class as a whole and gradually developed through well planned learning opportunities. These opportunities are taught in the context of the academy's aims and values. Some sex education will arise spontaneously from children's questions.

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unexpected questions or comments from pupils.

- No-one (teacher or pupil) will have to answer personal questions
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used; and
- Meaning of words will be explained in a sensible and factual way.

If a personal question arises then the pupil can be reminded of the ground rules. The teacher should acknowledge the question and attend to it on an individual basis.

Other sex education will be planned within a P.S.H.C.E. or science topic or theme in line with curriculum mapping and planning.

A range of teaching strategies are used as appropriate. Circle time, drawing, writing, speaking and listening (debate / discussion), drama, role play, teacher presentations, use of visiting speaker, video clips.

These approaches will be used to develop knowledge and understanding, support the development of the skills and attitudes needed to make informed choices and enable the children to be involved and be non-judgmental. Along with the PSHCE Co-ordinator, class teachers have responsibility for the coverage of sex and relationship education within their class.

The PSHCE Co-ordinator is responsible for monitoring the subject teacher. Class teachers teach their own class the sex and relationship programme and use agreed materials to deliver the lesson – see Appendix II – Materials and book list.

# Sex and Relationship Policy

---

We arrange a meeting for all parents and carers of children in Years 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the academy uses in its teaching. This is delivered by the class teacher. It is important that teachers use correct terms when introducing new topics. Family names and or common names can be acknowledged, but it is good practice to use the correct / accurate vocabulary. The academy makes adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection. There is a designated toilet with sanitary bin and washing facilities which all Y6 girls know about and have access to. This also applies to any other girls in any year group who need to use the facilities. The PSHCE Co-ordinator has a supply of emergency sanitary protection. The academy ensures that teachers and others involved in sex and relationship education are clear about confidentiality procedures in the academy.

## **Confidentiality**

Teachers will respond sensitively to issues raised by individual children. If there is a child protection issue then a breach of confidence is likely to be justified. The Headteacher, designated lead or Deputy Headteacher will contact other agencies for further advice. See Child Protection Policy. Whilst confidentiality is an important issue, each situation must be judged individually.

## **The role of parents**

The academy is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our academy through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the academy's sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the academy.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our academy. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the principal, and make it clear which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents in this regard.

## **Dissemination of policy**

- Who will receive it
- How will it be available
- How questions about it will be dealt with

## **Monitoring and evaluation of sex and relationship education**

### **The role of the Headteacher**

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. It is also the

# Sex and Relationship Policy

---

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.

The PSHCE Co-ordinator liaises with external agencies regarding the academy sex education programme, and ensures that all adults who work with children on these issues are aware of the academy policy, and that they work within this framework.

The PSHCE Co-ordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and review**

There is a named member of the governing body who monitors our PSHCE curriculum. This person reports its findings and recommendations to the full governing body, as necessary. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Principal to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our academy.

## **Sex and Relationship Education**

### **Key Stages 1 and 2**

During Key Stage 1 and 2 pupils should be given the following knowledge, understanding and skills. These have been taken from the National Curriculum 2015 and Foundation Stage Guidance.

### **Foundation Stage Guidance**

Personal, social and emotional development

- Children learn to respect themselves and others
- Develop a positive image
- Learn about relationships
- The importance of friendships
- The world
- Find out about and identify some features of living things and objects
- Look closely at similarities, differences, patterns and change
- Find out about past and present events in their own lives, and in those of their families and other people they know.

### **Key Stage 1 PSHE**

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to make simple choices that improve their health and well-being

# Sex and Relationship Policy

---

- To maintain personal hygiene
- How some diseases spread and can be controlled
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To recognise how their behaviour affects other people
- To listen to other people, and play and work co-operatively
- To identify and respect the differences and similarities between people
- That family and friends should care for each other. Science
- That humans and other animals can produce offspring and that these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Describe the changes as humans develop to old age.

## Key Stage 2 PSHE

- To talk and write about their opinions, and explain their views on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- 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.
- About how the body changes as they approach puberty
- To behave responsibly, and judge what kind of physical contact is acceptable and unacceptable
- That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view
- To be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support. Resources
- School nursing service delivers knowledge of the physical and emotional changes in puberty.
- Living and growing unit 2 and 3. • Boys talk and Girls talk on how babies are made.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	