

Willand School

Sex and Relationship Policy

Introduction

Our primary school promotes health in its widest sense; attending to the physical, social and psychological development of its pupils and the maintenance of good health for all pupils and staff. As part of this it is considered that the development of the emotions and self-esteem is central to its aims and a key element of this is a carefully considered and constructed Sex and Relationship Education Policy for all children in the school's care.

Due to the potentially sensitive nature of the subject all staff delivering sex education must be Child Protection trained and follow the school's Child Protection Policy.

Sex and Relationship Education should happen in partnership with parents. It has become increasingly recognised that Sex and Relationship Education should not be something that is simply 'bolted on' as children go through puberty, but should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the child. It is an entitlement for all children, as part of the curriculum requirements of science (Life process and living things) and health education. The potentially sensitive nature of the subject means that schools must add moral and social questions alongside. Sex and Relationship Education is not just about reproduction and sexual health, but must also strive to enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make, to develop assertiveness skills and the ability to respect themselves and others.

In the context of this, the school Sex and Relationship Policy aims to:

- Give clear and appropriate information and knowledge by answering children's questions openly and honestly.
- Promote positive attitudes and values promoting self-esteem and fostering of individual wellbeing.
- Promote the necessary skills for effective communication, long and happy relationships and positive behaviour and development.
- Challenging beliefs - often complicated by misinformation.

These objectives can only be achieved as a developmental process beginning at the early years at an appropriate level and progressing through childhood and adolescence into adulthood. It is to this end that we have chosen to use a recommended series of videos produced by Channel Four Learning called Living and Growing.

Rationale Strategy for Implementation

Sex and Relationship Education is taught as part of the PSHE and Science curriculum - and will therefore be part of the teaching programme in all key stages.

- Foundation Stage will look at confidence and self esteem within the area of learning and developing positive attitudes towards learning and themselves. They look at baby photos and discuss how they have changed as well as monitoring and observing the growth of plants.
- Key Stage One will look at living/nonliving things, boys and girls parts of the body, life cycles, growing up and where living things come from. Teachers will use the following anatomical names for the main parts of the body (including external genitalia); penis, vagina, breasts and anus. Self- esteem and being able to recognise and communicate different emotions is learnt through SEAL.
- Lower Key Stage Two will look at taking responsibility for keeping your body healthy and the importance of loving and caring relationships.
- Year 5 will use Unit 2 of the 4 Learning Living and Growing Series. This includes:-
 - Changes
 - *To introduce children to the physical and emotional changes that occur during puberty;*
 - *To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.*
 - Girl Talk
 - *To consider the physical and emotional changes that take place as girls go through puberty;*
 - *To address the concerns and worries of young women;*
 - *To make boys more aware of the changes that occur as girls become young women.*
 - Boy Talk
 - *To consider the physical and emotional changes that take place as boys go through puberty;*
 - *To address the concerns and worries of young men;*
 - *To make girls more aware of the changes that occur as boys become young men.*
- Year 6 will use Unit 2 of the 4 Learning Living and Growing Series. This includes:-
 - How Babies Are Made
 - *To explain how babies are made;*
 - *To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.*
 - How Babies Are Born
 - *To explain how a baby develops in the womb during pregnancy and how babies are born;*
 - *To consider the needs of babies before and after birth;*
 - *To enable children to reflect on roles and relationships within the family.*

Living and Growing provides the framework for effective sex and relationship education, which relates to the children's stages of development, with activities presented in the context of family life, loving relationships and respect for others. It is a clear programme of planned activities.

There will be an opportunity for girls to talk to a female member of staff and boys to talk to a male member of staff during the course of this unit of work. Whenever possible health professionals, especially the school nurse, will work in partnership with the school and may come into school to discuss issues with the children. 'Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons.' Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

We also treat questions that the children may wish to ask with sensitivity - a question box is available in Key Stage Two where the children can 'post' questions that will be responded to individually. Children's questions will be answered appropriately and honestly, however some issues brought up maybe inappropriate and they will not be answered, but it will be suggested that they are discussed within the family unit.

These videos and the supporting material are available for viewing in school by any parents wishing to do so. If there are any parental concerns we will be happy to discuss them.

Child Sexual Exploitation

Children throughout the school are taught particular strategies to help them avoid Child Sexual Exploitation as they grow up. Children from Years 1-6 are taught about not keeping secrets, what a healthy and kind relationship is, understanding the idea of 'power' in relationships, understanding their self-worth, knowing they have the choice to say yes or no, understanding which parts of their body are private and what is appropriate and inappropriate touch. These objectives are covered in PSHE lessons and are not a specific part of the Sex and Relationships units taught to Years 5 and 6. However, teachers are aware of the issues surrounding Child Sexual Exploitation and will be sensitive around this subject. If, during any discussions during Sex and Relationships teaching, concerns arise about a child in a potentially vulnerable or dangerous situation, the teacher will consult the Designated Safeguarding Officer.

Inclusion

This policy is written with the inclusion of all pupils in mind. Its content will be differentiated to accommodate all levels of ability.

We aim to generate an atmosphere where questions and discussion on personal matters can take place without stigma or embarrassment.

We will respect the beliefs of parents who wish to withdraw their child from a sex education programme.

Parents cannot however withdraw their children from aspects of sex education, which are part of the National Curriculum. We will engage in a positive dialogue with a view to illustrating to parents the relevance and importance of such a programme to their child.

Parents who still wish to exclude their child from a sex and relationship education programme will be asked to do so in writing to the Headteacher.

Conclusion

Sexual development is a natural process, just one aspect of growing up emotionally, socially and physically. Each is an integral part of growing to adulthood and independence.

The policy enables children to make comparisons with their own development and to reflect on their own relationships in positive ways.

Ultimately the teaching and learning is about the promotion of self-esteem and the fostering of individual well-being. Children will be given credit for their ideas and opportunities to reflect upon their own experiences and review their learning.

Sex Education Guidelines

1. We believe that sex education should happen in partnership with parents. As with all other areas of our school, a positive effort will be made to inform and involve parents at all stages of the sex education scheme of work delivered in school. We also hope to provide advice to parents, where appropriate.
2. It is recognised that sex education is part of the more general area of Personal and Social Education and that this area is considered important and valuable throughout the school.
3. It is also recognised that there are appropriate bodies of knowledge for an appropriate age or stage of readiness.
4. Sex education in our Primary School will deal with sexuality in the broader context of the individual life and society. It will respect the family as a context for procreation growth and maturing.
5. We will respect the beliefs of parents who wish to withdraw their child from a sex education programme. Parents cannot, however, withdraw their children from aspects of sex education which are part of the National Curriculum
6. We will attempt to convince parents of the relevance and importance of such a programme to their child.
7. Parents, who still wish to exclude their child from a sex education programme, will be asked to do so in writing to the Headteacher.

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
8/5/14	Updated with regard to guidelines and new video	JB/AL/LS	8/5/14	May 16
22/4/16	Updated with regard to CSE guidelines	LS/FL	22/4/16	May 18
23/3/17	Updated following latest Safeguarding and NSPCC guidance	TH/AL/AH	23/3/17	May 18