

Gillamoor Church of England (VC) Primary School

Where God's love is sown, grown and taken home.

Our Mission Statement: Our School community aims to inspire and nurture the love of learning and to develop the full potential of all, within a distinctly Christian environment.

The core Christian values we embrace and foster are: Loving and Caring, Courage, Compassion, Honesty, Thankfulness, Generosity, Respect and Forgiveness.

Gillamoor CE Primary School

Sex & Relationships Policy

Co-ordinator: Alison Tweddle

Date: April 2016

What is sex and relationships education (SRE)?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. Enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Why is sex and relationships education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- SRE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern.

The sex education elements of the National Curriculum Science order are mandatory for all pupils of primary school age. In primary school this includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty. Parents have a right to withdraw their children from any SRE taught outside the Science Curriculum.

What is high quality sex and relationships education?

The principles of high quality SRE in all schools as stated in the Sex and Relationships Education for the 21st Century guidance.

Sex and relationships education:

- is a partnership between home and school
- ensures a safe learning environment is established
- starts early and is relevant to pupils at each stage in their development and maturity
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

RATIONALE

Sexuality is an integral and fundamental part of human development, the understanding of which enables one to develop a capacity to care, love and share inter-personal relationships.

Effective sex education involves more than the imparting of information about biological functions leading to childbirth. It includes an appreciation of issues about gender and the discussion and analysis of qualities, values, standards and morals of individuals together with the acquisition of skills which will enable personal responsibility to be exercised. Developing such skills of choice, decision making, assertiveness and communication also enhance the development of self-worth, self-esteem and confidence which foster respect for self and others.

Education about sexuality can be seen as an on-going process in which many curriculum subjects, themes and dimensions play a part. The ethos, educational and care philosophy of the school will make a further impact upon the overall program.

AIMS AND OBJECTIVES

In delivering a program it is this school's aim to support the personal and social development of all pupils.

In striving to meet these aims the school will endeavor to:-

- Discover what pupils know, understand, think and feel to identify their needs.
- Enable everyone to be sympathetic to the variation in the rate of growth and development (physical, emotional, social) of other people and in the ages when puberty commence.
- Provide reassurance that change is natural and is part of the life cycle and to support adjustment to these changes.
- Recognise the value of loving and caring relationships.
- Understand the value of family life, the implications of parenthood and the needs of the very young.
- Develop skills in personal relationships, decision-making and problem solving.
- Help pupils assert their rights, to resist unwanted touches or advances and communicate about such matters.
- Develop awareness of sexual identity and to promote equal opportunities.
- Develop an understanding of risk and safety and the motivation and skills to keep themselves safe.
- Be aware of sources of help and acquire the skills and confidence to use them.

Help pupils develop Personal and Social Skills

- learning to manage emotions and relationships confidentially 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

- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

Help pupils deeper Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships

CONTENT, TEACHING METHODS AND ORGANISATION

As with any other aspect of the curriculum it is important that any sex and relationship education program is carefully structured and approached in a sensitive manner. Parents will be included in an ongoing process that considers the school's approach to sex and relationship education and the formal taught program. It is important that every opportunity is made to discuss with them the complementary roles that parents and the school have in meeting the needs of individual pupils in this area.

3.4 SRE is covered through our science and PSHE curriculum. Our PSHE curriculum is based on 3 Dimensions Creative PSHE curriculum. This is supplemented with additional resources where appropriate, such as Change4life resources. For science see below for National curriculum requirements.

3.5 At KS1 the children will be taught about changing and growing.

3.6 For this part of the PSHE curriculum KS2 is taught separately. Y3/4 and Y5/6

In Lower KS2 (Y3/4) children will be taught

- Growing and changing
- Healthy relationships

Upper KS2 (Y5/6) children will be taught

- Health
- Healthy relationships
- Puberty – For this we use also use Health promotion.ie Busy Body resources which can be found at https://www.healthpromotion.ie/health/inner/busy_bodies
A letter is sent out to Y5/6 parents ahead of these sessions with the links for them to view the videos beforehand should they wish.

The curriculum will cover:

- Naming parts of their own bodies and those of the opposite sex.
- Feeling secure in asking questions.
- Being aware that people differ in their stage and rate of development and have different needs at different times.

- Being sensitive to the feelings of others.
- Developing awareness of the different levels of relationship which may exist between individuals, child and adult, and of the need to adopt appropriate behaviour patterns and forms of communication.
- Being prepared for puberty and the physical, emotional and social changes involved.

Extracts from the National Curriculum and GCSE subject content

Key Stage 1	
NC Science – statutory from September 2014	Notes and Guidance (non-statutory)
Key Stage 1 Pupils should be taught to:	Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1
Year 1 PoS Animals, including humans <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2 PoS Animals, including humans <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	Pupils...should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Key Stage 2	
Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:	
Year 4 PoS Living things and their habitats <ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things 	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:	
Year 5 PoS Living things and their habitats <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	Pupils]... should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
Animals including humans <ul style="list-style-type: none"> • describe the changes as humans develop to old age 	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the

	<p>gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
<p>Year 6 PoS Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms <p>Animals including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.</p>

4. Specific Sex and Relationship lessons are taught during the second half of the summer term, although the science aspects will be taught as appropriate throughout the year. A letter is sent out to Y5/6 parents ahead of these sessions with the links for them to view the videos beforehand should they wish. Parents are encouraged to liaise with staff over any problems associated with this topic. By law parents have the right to withdraw a child under the age of 16 from part or all of the sex education program outside that covered by the National Curriculum. Prior to exercising this right the school would ask that parents voluntarily contact the school to discuss their concerns.

Delivery of SRE and the Curriculum

A successful SRE programme should be firmly embedded within the school’s framework for PSHE and the National Curriculum for Science.

Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the school’s policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects.

Bi-annually complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils

Monitoring and Evaluation

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate (see further guidance in appendix 3)
- To update training in line with current guidance and staff identified needs

Safeguarding and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Question boxes will be used (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include time to liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Policy completed: April 2016

Co-ordinator responsible: A Tweddle and Class Teachers

Date of next review: April 2019