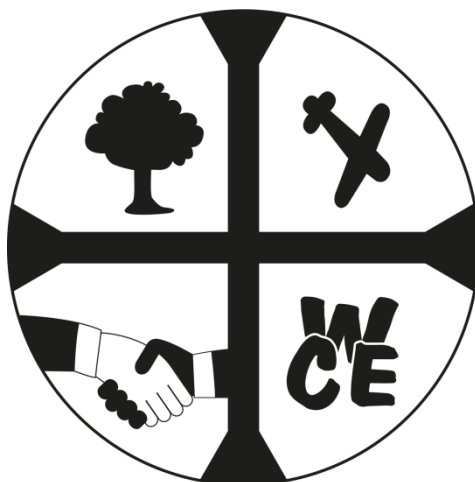


# Woodley Church of England (Controlled) Primary School



## Sex and Relationships Education Policy

Responsibility of: Teaching and Learning

Date of Policy: October 2018

Date of Review: October 2019

Chair of Governors:

Head Teacher:

## *Mission Statement*

*'Inspiring Hearts & Minds'*

*Woodley Church of England Primary School believes that each person is unique and accepted as a child of God and we value the gifts they bring.*

*We aim to develop a love of learning, placing equal importance upon academic, moral, social, physical and spiritual development.*

*Through strong links with our families and the wider community we aspire to deliver an education which will prepare the children for the opportunities, experiences, responsibilities and challenges of adult life*

## **Aim**

Woodley CofE Primary School believes that Sex and Relationships Education (SRE) in this school will be developmental and a foundation for further work in the secondary school.

SRE in this school will conform to the requirements of the Education Act 1996 that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The school will work towards this aim in partnership with parents.

This policy will also take into account the Sex and Relationship Education Guidance Document (July 2000) which states:

- SRE should be firmly rooted in the framework for PSHE
- Pupils should be taught about the nature and importance of marriage for family life and bringing up children
- Pupils should be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others

The aim of the sex and relationships education policy is to clarify the content and manner in which sex education is delivered in this school.

## **Values**

The SRE programme will reflect the school's ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for one's family, friends, school and wider community.

## **Issues considered:**

- Content of SRE
- Methodology, style and approach, location in the curriculum
- Withdrawal of children
- Confidentiality
- Child sexual abuse
- Use of visitors

## **Organisation**

Active learning methods, which will involve children's full participation, will be used. Single gender groups will be used as deemed appropriate and relevant.

The range of material will be available for review on request. General books are available to the children in the Library. Materials used will be available to view at a parents' evening once a year.

Apart from class teachers, there are various people who can resource and support school based SRE. These people may include parents, the school nurse, religious or health professionals. Any outside speakers should adhere to strict guidelines on what is appropriate to teach.

Teachers will keep their own personal evaluation of each lesson which will be analysed by the Subject Leader.

## **Content for school SRE programme**

Woodley CofE uses a resource from the FPA called 'Growing up with Yasmine and Tom'

<https://www.fpa.org.uk/relationships-and-sex-education/growing-up-with-yasmine-and-tom>

This programme will:

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- Include the development of social and communication skills
- Encourage the exploration and clarification of values and attitudes.

## **Science National Curriculum**

Currently all children from Y1 – 6 receive statutory science lessons, which include the following objectives linked to SRE:

### **KS1 (Y1/2)**

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Identify how humans resemble their parents in many features.

### **LKS2 (Y3/4)**

- Identify how plants and animals, including humans, resemble their parents in many features.

### **UKS2 (Y5/6)**

- Describe the changes as humans develop to old age.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- 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.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**In addition to the Science Curriculum the children will cover the following topics in Y6 only (with parental permission):**

**Woodley CofE SRE Topics:**

- My body: Puberty & Sexual Body Parts
- My body: Periods & Wet dreams
- Keeping safe: Assertiveness, saying no
- Keeping safe: Good and bad touch & people who can help me
- Life cycles: How babies are made – sexual intercourse & assisted fertility, how babies are born & multiple births
- Feelings: How easy is it to talk about... & talking to people about how we feel
- Relationships: Trust
- Relationships: Peer pressure

**Specific issues statements**

**Working with parents**

The school is committed to working with parents. Under the Education Act 1996 pupils can be withdrawn by their parents from part of sex and relationships education that is outside the compulsory elements contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the Head Teacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Head Teacher will talk with parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these might be minimised.

**Sensitive issues**

Certain issues may arise as part of the school's SRE programme. These should all be dealt with in a neutral, non-judgemental or non promotional manner. The personal beliefs and attitudes of teachers must not influence the way in which these are addressed in the classroom. Teachers and all those contributing to the SRE programme will need to be sure that their own personal opinions and beliefs are not communicated.

**Child sexual abuse**

The school has a Safeguarding Policy and procedure which is available on request.

**Confidentiality**

Teachers should not promise a child total confidentiality. This must be explained to the pupils at the beginning of each unit of work and suitable distancing techniques practised to ensure that children can gain information in a way that does not implicate them. Children should be reassured that if they wish to tell an adult in school something, they can, but that this adult may have to tell another if it is a cause for concern. The school's Safeguarding Policy should then be followed. Any adult visitor working with children must work within the school's confidentiality framework and not their own.

Teachers and other adults involved in teaching SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Safeguarding Policy. A

copy of this is available from the school's designated teacher for child protection who is the Head Teacher.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

### **Answering difficult questions**

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Subject Leader if they are concerned about a specific issue raised.