

Sex and Relationships Policy

'Relationships education, RSE, and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.' DFE March 2001

What Sex and Relationship Education is provided at Hadley Wood and who is responsible for providing it:

Hadley Wood is a Values School. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity, gender expression or ability.

Our SRE education comes within the PSHE teaching, with elements also contained in the science curriculum. It is taught by the class teachers, who are accompanied by teaching assistants. We recognise that the children will have established different relationships with the adults in their classes – some may choose to voice concerns and ask questions of one and some of the other. It is therefore crucial that all members of staff are confident in the direction and parameters of the teaching for their own class. Hadley Wood School believes in the importance of training for staff delivering SRE. Staff will access appropriate training and support to help them deliver effective SRE. Senior will discuss content or presentation of the lessons with all staff.

Reception: learn about themselves. They discuss their day and what they need to take care of themselves, eg: keeping themselves clean and healthy. They learn about families and come to recognise that all families are different. When possible, we invite a baby in to class to look at how dependent they are on adults. We display 'Different families, same love' posters around the school. Through the school values, the children learn to share, to respect others and to start to recognise their own rights and responsibilities in relationships.

In Year 1: the children develop their understanding of how to keep themselves clean and healthy; they begin to recognise safe and unsafe situations and identify and be able to talk to someone they trust. As part of their learning in science, the children learn that they are growing and changing and think about their developing independence.

In Year 2: in science the children study life cycles, often hatching eggs or studying caterpillars. This develops in to discussion of male and female and naming body parts accurately. Until this point many children will have been using pet or family names for their private parts, so parents will be informed about these lessons in the curriculum booklets before the lessons take place.

In Year 3: in PSHE the children develop their learning about relationships, their rights and responsibilities and keeping themselves safe. Teaching reinforces understanding about 'safe' people to talk to. In science the children learn more about the human body and keeping themselves healthy.

In Year 4: In science the children learn more about the human body, including revising the scientific names of body parts and the beginning of puberty. In PSHE they discuss recognising and dealing with bullying, including respecting other people's viewpoints and beliefs. They learn about managing their own feelings, recognising their own worth and to identify positive things about themselves and others.

In Year 5: In science the children learn about the human life cycle. Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them. In PSHE, the children continue to develop their understanding of rights and responsibilities in relationships and recognition of the differences between families, cultures and beliefs.

In Year 6: In science the children develop their understanding of human conception and childbirth. This is also considered in relation to PSHE lessons, where the children discuss the responsibilities involved in parenthood and the need for stable, trusting families. They consider the changes to their own bodies and how they can manage their own relationships.

Delivery: SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. A variety of learning methods which involve children's full participation are used, for example, flashcards, anonymous questions and answer sessions and games to re-enforce key vocabulary. Materials used reflect the consultation with parents/carers and the school health advisor. Age and cultural backgrounds of the pupils are considered in relation to images used. The range of material used is available to parents/carers before it is shared with the children.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to support and train staff in the delivery of SRE in school. Hadley Wood Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make to the learning and teaching. All visitors are familiar with and understand the school's SRE policy and work within it;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Evaluation of the SRE programme is made through discussion with pupils and, where appropriate, work scrutiny carried out by the SMT.

Parental responsibility, including the right of withdrawal

We recognise that Parents/Carers have the primary responsibility for their children's sex and relationship education. The education undertaken in school is intended to be a formalisation of that teaching and to ensure that all children have had the appropriate teaching. Parents, therefore, have the right to withdraw their children from all or part of the sex and relationships education provided at school, except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher or Assistant head for Inclusion, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been rescinded.

Parents will be informed by email before the lessons, or series of lessons, take place. Lesson plans will be available to parents on request. Parents of year 6 pupils will be invited in to school to view materials before they are shared with the children.

Confidentiality

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff are made aware annually of the procedures for reporting their concerns. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will speak to the Headteacher who will take appropriate action. All staff are aware that they cannot offer secrecy to the child if they are believed to be in danger.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. For some answers, the children will be referred to their own parents. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to designated member of staff for Child Protection if they are concerned. All SRE lessons in Year 5 and Year 6 must be taught with more than one member of staff present.

Sexual Identity and Sexual Orientation

Hadley Wood Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is not tolerated.

This policy was written in consultation with Class teachers and representative parents. It was accepted by the Curriculum Committee on behalf of the full Governing Body.

Date of Policy: **June 2017**

Review Date: **June 2019** (or earlier if deemed necessary)

This Policy should be read in conjunction with the following Policies:

The PSHE Policy; Equality Policy; Child Protection Policy; Behaviour Policy and Science Policy.

Definition of Sex and Relationship Education: *'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class. It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively. As well as consulting parents more generally about the school's overall policy, primary schools should consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents Sex and Relationship Education Guidance support in talking to their children about sex and relationship education and how to link this with what is being taught in school.'*

Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- *changes in the body related to puberty, such as periods and voice breaking;*
- *when these changes are likely to happen*
- *what issues may cause young people anxiety and how they can deal with these;*
- *how a baby is conceived and born.*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf