



DERWENT VALE PRIMARY AND NURSERY SCHOOL

Policy: **SEX AND RELATIONSHIP EDUCATION POLICY**

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Chair of Governors: **M Taylor**

Signed: _____

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Derwent Vale Primary School & Nursery School Policy for 'Sex and Relationship Education' has been devised with due consideration to and in line with guidance given in: -

DFE's Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
 DFE Circular 5/94 Education Act 1993: 'Sex Education in Schools'.
 DfEE Guidance 0116/2000: 'Sex and Relationship Education Guidance'.
 Ofsted Report: 'Sex and Relationships' HMI 433, 2002.
 Sex Education Forum: 'Developing and Reviewing a School Sex Education Policy', 1996.
 Cumbria Education Service: Sex and Relationships Education Policy and Guidance, 2003.

The aim of this Sex and Relationship Policy is to clarify the content and the manner in which SRE is delivered at Derwent Vale Primary & Nursery School.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools however the 2019 guidance states that;

"It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement."

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At Derwent Vale we feel it is important to ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Sex and Relationships Policy

The school's Aims, Vision and Ethos/Values Statements underline the school's commitment to developing the whole child in preparation for life as active, healthy, responsible, adult citizens and the Sex and Relationships Policy and Scheme of work form part of that commitment.

The Sex and Relationship Policy will demonstrate and encourage the following values:

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

Policy Formation and Consultation Process

The Governing Body

The Governors of Derwent Vale Primary & Nursery School believe that Sex and Relationships Education should be part of the educational entitlement of all pupils who attend the School.

Parent Governors have been involved in the consultation process of the development of the programme of study.

The Role of Parents

The prime responsibility for bringing up children rests with parents and therefore the school has consulted parents (and will do so on an annual basis at a parents' meeting) on the content and presentation of the Sex and Relationship Programme of Study delivered at Derwent Vale Primary & Nursery School.

The Role of Pupils

We believe it is important that children are consulted so that their wishes are communicated to parents during the consultation meeting and the Programme of Study adjusted, if this is considered appropriate by parents, Governors and staff and complies with national and local guidance.

Aims of Sex and Relationship Education

Derwent Vale Primary & Nursery School believes that Sex and Relationship education will be developmental and a foundation for further work in the secondary school.

We aim to ensure that pupils:

- Develop confidence in talking, listening, and thinking about feelings and relationships and therefore give opportunities to help raise pupils' self-esteem.
- Are able to name parts of the body and describe how their bodies work.
- Are able to protect themselves and ask for help and support.
- Are properly prepared for puberty.

Within the bounds of the agreed Programme of Study we also aim:

- To provide accurate information to enable pupils to make responsible and informed decisions.
- To help and support pupils through their physical, emotional and moral development.
- To help pupils to develop the skills and understanding they need to live confident, healthy and independent lives.
- To help pupils understand differences and to respect both themselves and others, to prevent and remove prejudice.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at school, and help prepare them for opportunities, responsibilities and experiences of adult life.
- To enable pupils to understand human sexuality and to respect themselves and others.
- To equip pupils with communication and decision-making skills.
- To develop relationship skills.

The Content of the Sex and Relationship Curriculum at Derwent Vale Primary & Nursery School

'At the primary stage, the aim of Sex and Relationship Education should be to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.'

(DFE: Circular 5/94)

Relationships are explored and developed throughout the school in a variety of ways:

Implicitly: through the interpersonal relationships of pupil, staff, parents, governors and visitors and through the day-to-day communication between all of these parties.

Thematically: through discussions and follow-up work in Religious Education, such as, Friendship, Hinduism, Leaders and Founders, Christianity, Judaism, Stewardship, Rites of passage, Rules, Pilgrimages, Faith, Sacred Texts and Worship and Community.

Explicitly: through the Science curriculum and Sex and Relationship Education in Year 5 & 6 (See below for details).

Discretely: through PSHCE, Circle Time, School Council activities, Golden Time and Golden Rules, 'Support Group Approach' to bullying, Assemblies and Collective Worship as well as other focused work in Geography.

The Overview of Citizenship in RE, Science and Geography in Appendix 3 outline further ways in which the understanding of relationships are explored and developed throughout the school.

The Science Curriculum

The National Curriculum for Science states that our pupils should be taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

We achieve this in the Science curriculum (see all areas to be covered below) through the pertinent Programme of Study:

Early Years - N, R

Science is taught through the **Specific Area of Learning**

Understanding of the world

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Specifically:

- ELG 14 The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

KS1 - Working scientifically is a focus throughout all elements

Y1

- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes

Y2

- Living things and their habitats
- Everyday materials and their properties
- Plants and bulbs

- Animals, including humans

KS2 Working scientifically is a focus throughout all elements

Y3

- Rocks and fossils
- Forces and magnets
- Animals including humans
- Plants
- Light

Y4

- Habitats
- Animals including humans (digestive system)
- Animals including humans (teeth and function)
- Animals including humans (food chains)
- Electricity
- States of matter
- Sound

Y5

- Life cycles and reproduction
- Earth and space
- Animals, including humans (changes)
- Properties and changes of materials
- Forces (gravity, resistance and mechanisms)

Y6

- All living things and their habitats (classification)
- Light
- Circulatory system, diet, nutrient and water distribution
- Circuits
- Evolution changes and adaption

Curriculum Guidance 5 - 'Health Education', recommends we teach the following

Pupils should:

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- Know there are different patterns in friendship; be able to talk about friends with important adults.
- Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment.

We achieve this in Sex and Relationships Education Programme through the following Programme of Study:

Year 5 & 6:

The pupils are encouraged to examine the following concepts in relation to SRE Year 5 & 6:

To consider the physical and emotional changes that take place as girls go through puberty, these include:

- Wearing of bras
- Starting periods
- Boyfriends/idols and the special feelings that develop for some people.

Specific **vocabulary** that will be used:

- Nipples
- Breasts
- Genitals
- Sweat glands
- Spots
- Periods/Menstruation/Menstrual Cycle
- Period pains
- Moods
- Hormones
- Hair growth
- Fertilization
- Egg
- Sperm
- Vagina
- Lining of womb
- Tampons
- Sanitary towels
- Sex

To consider the physical and emotional changes that take place as boys go through puberty, these include:

- Physical growth
- Emotional change
- Girlfriends/idols and the special feelings that develop for some people.

Specific **vocabulary** that will be used:

- Penis
- Testicles
- Genitals
- Erection
- Hormones
- Muscles
- Sweat glands
- Hair growth
- Voice breaks
- Sperm
- Egg
- Fertilization
- Spots

To address the concerns and worries of young women and young men as they approach this time in their lives.

To make girls more aware of the changes that occur in boys as they become young men.

To make boys more aware of the changes that occur in girls as they become young women.

To understand the importance of developing loving and trusting relationships before starting sexual activity.

To know how babies are made.

To know how babies are born and see the birth of a baby.

To understand the commitment and effort needed to bring up a baby.

Organisation and Delivery of the Sex and Relationship Curriculum

The delivery of the SRE curriculum to pupils in Years N to 4, is carried out in a variety of ways, many of which have been outlined above. The work is planned by the class teachers, delivered to the whole class and is differentiated according to age and ability.

The programme has been carefully planned to ensure continuity and progression of knowledge and skills across the Key Stage.

The delivery of the SRE curriculum in Years 5 and 6 is organised very carefully to create the most suitable environment for this sensitive aspect of the programme.

Whilst all Year 5 & 6 pupils will watch videos together, workshop sessions are planned for follow-up work and discussion with the group split into single gender groups. Each group will be led by a member of staff, who will facilitate discussion on the specific concepts, answer questions, tackle misconceptions and introduce activities or tasks to enhance learning opportunities and consolidate facts.

During these sessions, Pupils will be given the opportunity to work in pairs, small groups and larger groups.

Pupils will be given the opportunity to express themselves and articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Ground Rules for SRE to establish a safe environment

Teachers and pupils will initially set out the protocol/ground rules for SRE sessions:

- Personal information must not be disclosed.
- No one, teacher or pupil will have to answer a personal question.
- No one will be forced to take part in discussion.
- Only the correct names of body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Additional ground rules may be established within the group prior to SRE taking place.

Distancing Techniques

Selected videos will be used as the focus for SRE to help teachers 'distance' themselves and protect pupils' privacy.

Characters from the videos will be talked about and issues around these characters discussed to enable pupils to discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class or group setting when the group is establishing the ground rules.

If questions are too personal, the pupils must be reminded of the ground rules, agreed by the group.

If a teacher feels that a particular pupils needs further support as a result of a particular question asked, the teacher can decide to refer the pupil to another, more appropriate person such as parent, school health advisor etc.

If a teacher does not know the answer to a question it is important to acknowledge this and explain to the pupil that you will find out or they should find out by asking another trusted adult such as a parent.

If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk to the pupil later.

If the teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedure and inform the Headteacher of their concerns.

A question box will be available during the SRE sessions in which pupils can post questions anonymously to be answered, if appropriate, in the following SRE session.

Reflection

SRE sessions should always end with a period of reflection to encourage pupils to consolidate what they have learned and to form new understanding, skills and attitudes.

Questions to help pupils reflect on their learning include:

- What was it like discussing this today?
- What did you learn from the other pupils, especially those who had a different experience or belief from your own?
- What will you be able to do as a result of this discussion?
- What else do you believe you need to think or learn about?

Working with Parents

Parents will be given detailed information before the commencement of SRE in Years 5 and 6 so that they are made fully aware of the objectives and content covered in each workshop.

This will help parents prepare for possible questions from their children, which may arise as a result of workshop discussions.

Specific Issues Related to Sex and Relationship Education

Equal Opportunities, Inclusion and Disability

The information outlined in this Sex and Relationship Policy is pertinent for all pupils regardless of their physical or intellectual capabilities.

The SRE education that the children receive at Derwent Vale Primary & Nursery School will be consistent, and the language and methodologies used will be adapted where necessary to accommodate pupils with disabilities.

The school will liaise with care workers to ensure pupils in public care receive a comprehensive programme for SRE.

Confidentiality

It is almost inevitable that effective SRE, which allows for open discussion to take place, may lead to disclosures from pupils. It is essential, therefore, that teachers delivering SRE are completely familiar with the child protection procedures within the school.

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Child Protection Officer, in this case, the Headteacher.

The Headteacher should make sensitive arrangements, in discussion with the child, to ensure that parents and carers are informed. The designated member of staff would then address the child protection issues.

It is only in the most exceptional circumstances that school should be in the position of having to handle information without parental knowledge. This would be grounds for serious concern and child protection issues should be addressed.

Teachers should never promise confidentiality and pupils do not have the right to expect that incidents in the classroom will not be reported to his/her parents. This should be made clear to pupils at the setting of ground rules for SRE.

Wherever possible and where appropriate, teachers should always encourage pupils to discuss their concerns with their parent/carers.

Child Protection Procedure

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Child Protection Officer, in this case, the Headteacher.

The Headteacher will then follow the procedures set out in the school's Child Protection Policy.

Religion and Faith

Whilst Cumbria is predominantly a white, Christian community, other faiths, religions and cultures are part of our community.

Specific needs or issues related to other faiths or religions will need to be sought prior to the delivery of the SRE programme.

Homophobic Bullying

Whilst Gay, Lesbian and Bisexual relationships will not be discussed as part of SRE, name calling, ridicule, teasing or any other act of homophobic aggression towards pupils/others will be dealt with seriously in line with the school's Anti-bullying Policy and the school's policy on 'Dealing with Severely Disruptive Behaviour'.

Contraceptive Advice for Under 16s

Whilst contraceptive advice is a major part of the Government's strategy to reduce teenage pregnancies, this advice will not be delivered as part of Derwent Vale Primary & Nursery School's SRE Policy.

Advice on contraceptives will be given to pupils at secondary school. However if parents feel that they would like condoms to be discussed as part of the SRE programme at Derwent Vale then this will be decided by majority vote at the parents meeting prior to the programme

Involvement of Health Professionals/Visitors

Occasionally, health professionals, such as the School Nurse may be asked to provide or assist in the delivery of SRE. Visitors, such as new mums may also be asked to become involved, if at all possible.

Child Withdrawal Procedures & Arrangements for Pupils who are Withdrawn from SRE

Parents have the right to withdraw their children from part or all of the SRE provided by the school except for those parts included in the statutory National Curriculum.

If a parent wishes to withdraw their child from SRE, notification must be given to the Headteacher prior to the commencement of the SRE programme. Notification need not be in writing, but written confirmation from the school will be given.

The school will discuss with the parents their decision sensitively in order to try to reassure and explore the concerns of the parents, in the hope that these concerns can be resolved.

The right to withdraw will not affect spontaneous discussion or honest answering of questions that arise naturally in other curriculum areas.

Involving parents in the consultation process each year should help to reassure parents about the SRE programme and hopefully parents will be less likely to want to withdraw their children from this vital part of education.

Pupils that have been withdrawn will carry out special project work in the school library under the supervision of other staff members.

Complaints procedures

Complaints about the Sex and Relationship curriculum should be addressed initially to the Headteacher and then to the Governing Body in line with the school complaints procedure.

Monitoring and Evaluation of the Policy and Programme of Study

Parents and pupils will be asked to complete questionnaires at the end of the programme of study in order to evaluate the effectiveness of the Sex and Relationship Education Programme for the purposes of informing future planning.

Teachers involved in the preparation and delivery of the SRE programme will discuss its effectiveness as an ongoing process as is the practice of effective primary practitioners.