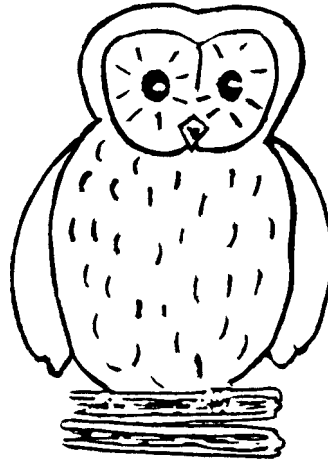


Overstone Primary School



Sex and Relationship Education Policy

Approved by Governors: 27th April 2016
To be reviewed: April 2019

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

This policy was developed in response to the Sex and Relationships Education Guidance published by the DfEE in July 2000 (statutory guidance for schools) and supplementary advice Sex Relationships Education (SRE) for the 21st century produced by the Brooke, the PSHE Association and the Sex Education Forum 2014.

Purpose of the policy:

At Overstone Primary School we help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of the individual.

Sex and relationships education (SRE) is an integral part of the personal, social, health and economic education (PSHE) and Science curriculum. A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We believe that SRE is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Definition:

Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

The aims and objectives:

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils?
- Encourage the use of correct vocabulary.
- Develop strategies and skills children need to stay safe on and offline.
- For children to learn to respect themselves and others.
- To foster self-worth and awareness, together with the sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Enable children to take responsibility for themselves by making appropriate, safe and well informed decisions about their lives.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's single equality policy.
- To support children through their physical emotional and moral development and to move with confidence from childhood through to adolescence and into adulthood.

Provision: Sex and Relationships Education Programme and resources:

Children should have a graduated age appropriate programme of sex education and be encouraged to be comfortable talking about their bodies from a young age. SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of PSHE.

Through the Early Years Foundation Stage Curriculum, **Reception** children are required to:

- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Talk about ways to keep healthy and safe.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

Science teaches about the biological facts relating to human growth, puberty and reproduction. Through National Curriculum Science children are required to:

Year 1 programme of study:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (knowing the difference between boys and girls using the correct vocabulary).

Year 2 programme of study:

- Notice that animals, including humans, have offspring which grow into adults.

Year 5 programme of study:

- Describe the changes as humans develop to old age.
- In addition, children are required to learn about the changes experienced in puberty (year 5).

SRE is also an important part of PSHE education. Through the programs listed below, SRE is taught in the context of relationships, promoting self-esteem, emotional health and well-being, helping children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community:

- SEAL (Social and emotional aspects of learning) (**Year 1, 4, 5 and 6**)
- Zippy's friends (**Year 2**)
- Apple's friends (**Year 3**)

In addition, the following resources/visitors will be used to enhance the teaching of SRE:

- Additional lesson plans found in the Northamptonshire PSHE Pack for SRE, Protective Behaviours and E-safety.
- Appropriate outside agencies such as the school nurse will come into school to talk to Year 5 about the physical and emotional changes they undergo at puberty.

Organisation of the Sex and Relationships Education programme:

- Discussion will be encouraged at all times. Ground rules for discussion excluding personal questioning of staff or pupils will be established
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations
- Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Staff support and training:

Teachers should be the main providers of Sex and Relationships Education. All staff will be supported with appropriate training and support. Alternative staff or visiting professionals may be asked to deliver aspects of the curriculum, where they can add value to the schools program (refer to visitors' policy).

Confidentiality:

Teachers cannot offer unconditional confidentiality. If confidentiality has to be broken, the pupil will be informed first and then supported as appropriate. Teachers are not legally bound to inform parents or Head teacher of any disclosure unless the Head teacher has specifically requested them to do so.

Child Protection:

All staff are aware of child protection procedures, if a child protection issue arises, staff will follow child protection procedure in line with the school's safeguarding policy.

Working with parents:

We aim to work in partnership with parents and parents will be kept informed about what is being taught. Parents have the right to withdraw their children from all or part of the sex and relationships education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. If parents are to withdraw their child/children from sex education lessons, this should be discussed with the Head teacher and the school must be notified in writing.

Monitoring and Evaluation:

The coordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

A. Lockey.
April 2016