



SEX AND RELATIONSHIP EDUCATION POLICY FOR TREWIDLAND PRIMARY SCHOOL

Trewidland Primary School is committed to the teaching of Sex and Relationship Education. It is delivered through a whole school approach, as part of the school's PSHE and citizenship curriculum. In this way we can ensure that pupils

- Receive their sex education in the wider context of relationships: and
- Are prepared for the opportunities, responsibilities and experiences of adult life.

Definition of Sex and Relationship Education at Trewidland School

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of committed partnerships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

- Attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, and stable and loving relationships for the nurture of children.
 - learning the value of respect, love and care;
 - developing critical thinking as part of decision-making
- Personal and Social Skills
 - learning to manage emotions and relationships confidently 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;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.

- Knowledge and Understanding
 - Learning and understanding physical development at appropriate stages;
 - Understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

Moral Dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the raising of children.

Content of the Schools SRE programme

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's guidance 0116/2000:

3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support;
- Are prepared for puberty.

National Curriculum Science

Pupils should be taught to:

Key Stage 1

-notice that animals, including humans, have offspring which grow into adults (YR2 statutory)

The non-statutory guidance states: They 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.

Key Stage 2

-describe the life process of reproduction in some plants and animals. (YR5 statutory)

The non-statutory guidance states: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

-describe the changes as humans develop to old age. (YR5 statutory)

The non-statutory guidance states: 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 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.

-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (YR6 statutory)

The non-statutory guidance states: 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. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.

Teaching of Sex and Relationship Education

The school recognises that SRE must be taught at both Key Stages and not left until years 5 and 6. At present Sex and Relationship Education is delivered as part of the PSHE and citizenship-rolling programme and Science Curriculum.

Teachers will use a variety of teaching methods when delivering SRE. These will include:

- Discussion
- Drama and role-play
- Research and presentation

Teachers will also use other age-appropriate methods, taking into account the developmental needs of individual pupils. The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials

It is delivered by the class teacher to Years 5 & 6 annually. Related questions arising in other curriculum lessons are answered as they arise by other members of staff. Parents/ carers are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

Parents/carers of children in Years 5 & 6 are informed by letter of the term in which their children will be receiving SRE.

Resources used by the school are produced for schools by educational publishers and are intended to pupils in the light of best current research into SRE. Related leaflets, supplied by the Health Promotions Service, are sent home to Years 5 & 6 parents/carers annually.

All teachers are aware that their personal beliefs and attitudes must not influence the teaching of Sex and Relationship Education.

Health professionals such as district nurses/midwives or the designated school nurse may be involved in the delivery of Sex and Relationship education at our school.

Monitoring and evaluating SRE

As co-ordinator, Mr Lovell monitors and evaluates the Sex and Relationship Education. It is the co-ordinator's responsibility to:

- ensure that SRE occurs in the school's curriculum according to the schemes of work for science and PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

Children's previous knowledge is assessed at the beginning of the first SRE lesson.

Children are encouraged to ask questions about issues they do not understand by using a (Questions box).

Children's learning is assessed as they progress through the programme, through discussion and written outcomes. A questionnaire at the end of the programme informs of children's learning and lesson planning for the future.

Dealing with sensitive issues

Teachers need to ensure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising or if a disclosure is made, it is her/his responsibility to follow the school's policy in this matter to the letter.

Working with Parents and Carers

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. Our school recognises that parents and carers should be the key people in teaching their children about sex and relationships. We recognise that for many parents this is difficult. We will strive to work with parents, in partnership, when planning and delivering sex and relationship education and offer support when requested.

Parents are informed of the importance of sex and relationship education but are informed of their legal right to withdraw their children from Sex and Relationship Education, apart from that which is covered by the National Curriculum Science Orders. The right to withdrawal will be made clear in the School's Prospectus.

Discussions will be held between the Headteacher and co-ordinator with any parents/carers who wish to withdraw their children from SRE lessons so as they fully realise the implications of their decision. They will be offered support in giving their children SRE and made aware of resources available and agencies where they can obtain further information and help should they wish to. Arrangements for children, withdrawn from SRE lessons, will be made for them to be accommodated in another class within the school, where suitable work and supervision will be provided.

A copy of this policy will be made available to all parents who request it.

To be reviewed every year.

The Governors recognise that the government guidance on Relationships Education and Sex Education (RSE) and Health Education is changing in 2020.

Original 2007

Updated & Reviewed March 2017

Reviewed: 3rd April 2019

Next review: April 2020

Headteacher: Mr V Lovell

Chair of Governors: Mr C Boney