

Sex & Relationship Education Policy

	Name	Signature	Date
Headteacher's Approval	Caroline Stewart		29 th June 2015
Chair of Governors' Approval	Sam Tipler		
Committee Chair Approval	Alison Barratt		
Recommended Review Date:	June 2018		

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	June 2015	Version 2 – changed by CS following consultation with stakeholders	CS



Cogenhoe
Primary School

Sex and Relationship Education Policy

Governor's Statement of Intent

Learning about their own sexual development together with an awareness of their relationships with others, helps children to lay the foundations for future relationships and associated responsibilities. Sex and Relationship Education (SRE) will be delivered in a sensitive and supportive manner.

This policy has been reviewed by the Staff, Governors Parents and Carers of Cogenhoe Primary School. It has been devised in accordance with the opinions of these stakeholders to ensure that it reflects the views of the majority.

To establish the views of all stakeholders, the current SRE policy has been through a number of pertinent stages, which have involved liaison with...

- Governor Children, Families & Community Committee (CFC)
- Governor Curriculum Committee
- Discussion with staff
- Gathering the views of parents and carers

From these discussions the policy has been finalised below and ratified by the Full Governing Body.

Rational:

At Cogenhoe Primary School, we believe that Sex and Relationship Education is not just about the biology and the fundamentals of reproduction, it is a programme in which young people are given reassurances about their body image, behaviour, feelings and relationships.

At our school, we provide our pupils with the opportunity to gain skills and knowledge appropriate to their level of maturity and stage of development. To ensure that all pupils can voice their concerns, they are given the opportunity to discuss their feelings and express themselves in a safe and trusted environment, which all in the discussion are committed too. We believe this is important, because young people need to be able to articulate their thoughts, doubts, fears and anxieties in order to make responsible decisions, communicate effectively and develop healthy relationships with others.

At Cogenhoe Primary School, we endeavour to develop the attributes of self-esteem, self-worth and positive attitudes in our pupils through carefully planned learning opportunities in SRE. These values lay at the core of our school and are celebrated in the school hall. We believe these attributes are fundamental, because when pupils have this outlook, they are more likely to care and look after themselves.

Aims for Sex and Relationships Education (SRE):

- For children to have the skills and knowledge to manage relationships, we believe that they must be able to...
- Have an understanding of family life and relationships in Modern Britain, which will enable them to challenge beliefs, stereotyping, and misconceptions of relationships in Modern Britain in a positive manner.
- To form positive attitudes to self and others' relationships.
- To be in a safe environment, where they can express their views and feelings.
- Gain an understanding of how external factors such as the internet, peer pressures and the media can impact on their own decision making.
- Fully understand the physical, personal and emotional changes that happen as their bodies change ready for adulthood.
- Understand the different stages of the human life cycle as outlined in the National Curriculum Science Programmes 2014
- Provide young people and their families' avenues to access support from other agencies as required.

Sex and Relationships Education Curriculum:

At Cogenhoe Primary School, we believe that Sex and Relationships Education should be an integral part of the curriculum and not just 'bolted on' to any one stage of the schooling. Sex education is part of PSHE (Personal, Social and Health Education) and also part of the Science Curriculum. We provide our pupils with an understanding of how their bodies will change at an age appropriate level and provide them with the opportunity to consider their individual responsibility, in a way that allows children to ask and explore moral questions.

Not at any point do staff use the discussions in SRE or PSHE as a means to promote any form of sexual orientation.

Foundation Stage and Key Stage 1

Through the topic of 'Ourselves' (Science and PSHE) children will:

- Learn that animals including humans, move, feed, grow and use their senses and reproduce. (Early Years and Key Stage 1)

- During Foundation Stage and Year One, we use discuss the following external female and male parts of the body, penis, breasts and vagina. In Year Two, we the correct names for the female and male sexual organs.
- Pupils will be taught the key underwear rule to keep themselves safe and ensure they are able to disclose any inappropriate behaviour to an adult. This will always be dealt with sensitively and at an age appropriate manner.
- In Year Two, pupils are taught to notice that animals, including humans, have offspring which grow into adults. During this year, they should also be introduced to the processes of reproduction and growth in animals; however 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. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly etc.
- During KS1, pupils should be taught to recognise similarities and differences between themselves and others and treat ourselves sensitively.

In Key Stage One, we do not use the 'Living and Growing' units or materials that are provided.

Key Stage 2 – Years 3 and 4

Throughout the year, children will revise themes from KS1 through the PSHE theme – 'Coping with change and loss: Friends and enemies.'
Through SRE, children will.

- Revisit the names of the external female and male body parts as outlined in Key Stage One.
- Pupils will be taught the key underwear rule to keep themselves safe and ensure they are able to disclose any inappropriate behaviour to an adult. This will always be dealt with sensitively and at an age appropriate manner.
- Learn life processes common to humans and other animals. However reproduction will not be discussed.
- Learn that they are who they are because of their mother and father and to recognise their own worth and identify positive things about themselves.
- Begin to understand the physical changes that happen at puberty and how to manage them. However, the decision to discuss this with either gender in Year Four, will be dependent on the cohort. Due to the age of this group, this will always be delivered separately to boys and girls and parents will be informed of this decision. In Year Four the information from the school nurse will be used to deliver the learning.

- Know that the body changes as they grow older and this affects the things they do.
- Understand their own uniqueness, valuing and respecting this regardless of gender, ethnicity, disability and creed.
- Gain an understanding of different families that are represented in our school and the wider community including same sex couples. Pupils will be able to positively challenge the word 'family' and recognise that it comes in many different forms. From this, they will develop a tolerance and mutual respect of life in Modern Britain.

In Years Three and Four the 'Living and Growing' units are not used. Pictures of different families are used to promote discussion in a positive way.

Key Stage 2 – Years 5 and 6

Children will reinforce previous work through:

Science objectives & PSHE Themes – Life processes common to humans and other animals include nutrition, growth and reproduction.

A large emphasis is placed on relationships and respect for others within relationships and how to maintain relationships.

Pupils in Year Five need to understand the changes that occur to males and females during puberty. Therefore, teachers will explore this with their class through the unit 'Living and Growing.' Further support can be provided through the school nurse's information.

In addition, in Year Six they will watch the relevant units in 'Living and Growing' that consider how sex is portrayed within the media and sexual stereotyping. It is important that children watch these as a class, however, some follow up discussions may be carried out as single sex-groups.

In Year Five and Six, children will:

- Know how people change over time and that there are physical and emotional differences between different age groups and cultures.
- Be able to accept others points of views, understanding that attitudes and opinions change over a period of time and between cultures.
- Know and accept a variety of family arrangements.
- Know and understand the diversity of values and customs in school and in the community.

- Know that their actions have consequences and understand the impact of those consequences.
- Build on their understanding of different family arrangements, including marriage, second marriages, fostering, step brothers and sisters and extended families.
- Learn how the body changes through puberty, particularly focusing on periods. This will address how to deal with them and how it effects their emotions regarding family, and friends. They will have the opportunity to express their feelings positively.
- As above but more specifically focussing on boys managing puberty, including wet dreams.
- In Year Six, pupils learn how the media impacts on forming attitudes towards sex and recognise and challenge stereotyping.
- Understand and respect other people's views, beliefs and form opinions based on informed choices.

This will be covered using 'Living and Growing' unit 2. Year Five will watch the programmes on how the body changes through puberty and Year Six will have the additional programme looking at how sex is portrayed in the media.

Sex and Relationships Education Teaching and Resources

Throughout the year, the children are taught to value themselves and others' differences through celebrations of achievements and their learning in class. In addition, specific resources for SRE include Living and Growing from Channel 4 Learning are used to support teachers in Years Five and Six. Other agencies such as the Life Education Bus and NSPCC are invited to school at the discretion of the teaching staff to support learning in this area and deliver key messages.

Confidentiality

Teachers should encourage questions and should answer them openly and honestly. The questions asked may well be of general interest to the class; however, if it requires explicit information appropriate only to the individual, the teacher should not respond to the whole class but to the individual as appropriate. When children are seeking advice the teacher should, wherever possible, encourage them to seek advice from their own parents or guardians and, if appropriate from the relevant health service professional.

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in

sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection and inform the Designated Safeguarding Leads (DSL). Teachers will respond in a similar way if a child indicates or discloses that they have been a victim of abuse. They will try not to investigate, but will immediately follow the school's own Child Protection Policy.

Involvement of Parents and Carers

While the school is aware of its legal requirements, it remains sensitive to the wishes of parents and carers and the beliefs of the local community.

The school is very aware that the primary role in children's sex education lies with the parents and carers. Therefore we wish to continue to develop a positive and supportive relationship with the parents and carers of the children at our school through mutual understanding, trust and cooperation.

To promote this, we aim to:

- Inform parents and carers about the SRE policy and practice
- Answer any questions that parents and carers may have about the sex education of their child.
- Take seriously any issues that parent and carers raise with teachers or governors about the policy or arrangements for delivery within the curriculum.
- Encourage parents and carers to be involved in reviewing the policy to ensure it continually reflects the opinions of all relevant stakeholders.

At Cogenhoe Primary School, we believe that by involving parents and carers, pupils will benefit from consistent messages about their changing bodies and their increasing responsibilities. They will feel confident to discuss any concerns with an appropriate adult.

To ensure that families can support this part of their child's education, a letter is sent to parents and carers outlining the work covered in SRE before it takes place each academic year. Where appropriate, families are asked for their permission and co-operation to allow their child to watch the films in the 'Living and Growing' scheme. The school also provides opportunities for parents to view the content of the programmes before their child views it.

At our school, we recognise that parents and carers have the right to withdraw their child from sex education. If a parent requests that their child is withdrawn from the session, arrangements will be made for their child to work elsewhere in the school. However, to ensure that each child has covered the appropriate elements of the National Curriculum, the school will withdraw them from the programme not the teaching part of the session.

Monitoring and Evaluation

Our programme of Sex and Relationship Education is evaluated by:

- End of unit discussions with Key Stage teams.
- Informative assessment during delivery.
- Through open discussion and questioning of the children.
- Summative assessment at the end of Key Stage 2.

Monitoring of Sex and Relationship Education is achieved through:

- Regular feedback to PSHE Coordinator.
- Examples of written work.
- Child interviews with the PSHE Coordinator.
- Feedback from outside agencies, including the School Nurse.
- Parental feedback.

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