

# Sex and Relationship Education Policy

At Blackthorns CP School, our pupils are encouraged to establish positive attitudes to life. We promote self-esteem, self-awareness and respect, both for themselves and for others with 'due regard to the moral considerations and the values of family life'. (Education Reform Act 1996, Section 46). The school actively seeks positive partnerships with parents.

This policy is to be used throughout the school and has been written in accordance with the 1996 Education Act, National Curriculum Guidelines (QCA 99/458) on PHSE (now known as PSHCE) and the WSCC Guidelines (undated).

## 1. Definition of Sex and Relationship Education

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage 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.' (Sex and Relationship Education Guidance, DfEE, 2000)

## 2. The legal requirements of Sex Education

In addition to the statutory requirements of the National Curriculum programmes of study for Science (and non-statutory guidelines for 'Personal, social and health education and citizenship (PSHCE) at key stages 1 & 2), with effect from September 1994 the following statutory requirements apply:

- The governing body will have the responsibility of considering whether or at what stage to provide sex education;
- They must keep an up-to-date written statement of the policy they choose to adopt, which must be available to parents;
- Any sex education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life;
- Parents of a pupil (which we shall deem to include carers of pupils) may, if they wish, withdraw that pupil from all or part of the sex education provided, unless it forms part of the National Curriculum.

## 3. Aims and Objectives

- To help pupils learn to respect themselves and others and move with confidence from childhood to adolescence and adulthood.
- To present facts in an objective, balanced and sensitive manner, set within a clear moral framework; enabling pupils to develop knowledge and understanding about relationships, growth, development and human reproduction.
- To develop self-esteem, self-awareness and a sense of moral responsibility including skills to avoid and resist unwanted sexual experience.
- To begin to develop pupils' integrity and autonomy and help them to be caring and responsible people, leading healthy lives and making informed choices.
- To develop pupils' knowledge, understanding and appreciation of differences in promoting equal opportunities.
- Pupils should be made aware that sex and relationship education is only part of maintaining a healthy lifestyle. Recognising risks, making informed choices, behaving responsibly, resisting pressure from others, and understanding the consequences of their actions are skills that are needed in all aspects of life.

#### 4. Content Guidelines

1. WSCC guidelines 'expectations for each key stage according to the knowledge and understanding, personal and social skills, and attitudes and values pupils should develop and explore' (Sex Education Guidelines, West Sussex LEA) (see Appendix 1).
2. The National Curriculum 2000 statutory programme of study for science at key stages 1 and 2.
3. The non-statutory guidelines for PSHCE at key stages 1 and 2.  
'At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship (PSHCE) 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; and are prepared for puberty.' (Sex and Relationship Education Guidance, DfEE 2000, 3.3)
4. In addition to the above and in accordance with the recommendations of West Sussex County Council PSHCE advisory staff and Investors in Health, teachers shall endeavour to teach the Skills, Knowledge and Attitudes and values relating to Sex and Relationship Education set out in the 'Passport' document for KS1 and KS2 (see Appendix 2).

#### 5. Roles and responsibilities

- a) Class teachers (and school nurse, where appropriate) will be responsible for planning, delivering and assessing a developmental programme of sex and relationships education and will be expected to respond to questions with professionalism. Children in year five and six are shown a video covering puberty, personal hygiene, conception, birth, friendship and peer issues. Teachers/school nurse speaks with the girls about menstruation separately. A question box is placed in the year five & six classrooms for the children to place written anonymous questions, which the teacher will answer. All questions asked by the children are answered honestly at an appropriate time, bearing in mind the age, maturity and understanding of the children. If a question is asked which is considered to be inappropriate for the age and level of understanding of the child staff will suggest that the child's parents should address the question at home.
- b) The PSHCE co-ordinator will be responsible for monitoring delivery and implementation of this policy through analysis of medium term planning. Also keeping up to date with current publications.
- c) The Headteacher and PSHCE co-ordinator will be responsible for organising awareness and training as appropriate.
- d) In addition to the responsibilities set out in clause 2 above, the Governors should have regard to the representations made to them by members of the local community and the chief officer of the police.

#### 6. Working with parents

- The Sex and Relationships Education programme, provided at school, seeks to support and complement the role of parents, who have the prime responsibility for bringing up their children. Parents' views will always be respected and taken into consideration.
- The content of the Sex and Relationships Education programme of study, which is of a more intimate nature, will be communicated to parents of children in year 5 and year 6.
- When appropriate, parents will be given opportunities to see the teaching materials being used and receive explanations of the way in which it is proposed to use them in the classroom.
- Parents should feel free to discuss any worries with the appropriate teacher, Headteacher or PSHCE co-ordinator.
- Parents have the right to withdraw pupils from all or part of sex and relationship education outside the National Curriculum. They should make a request in writing to the head teacher if this situation arises.

#### 7. Guidelines

- To follow the aims, principles and teaching and learning policy of the school.
- However it is taught, legal requirements must be adhered to.
- Any disclosure that would constitute a Child Protection issue should be dealt with under the normal school procedures.
- Sex Education should not only be tailored to the age, but also the understanding of the pupils.
- Contraceptive advice may not be given to an individual but will be included as a whole class topic. Where teachers are led to believe that a pupil is having, or is contemplating a sexual relationship which would put him or her at moral or physical risk or in breach of the law, the pupil should be made aware of the possible risks and urged to seek counselling from their parents or a health service professional. Information can be given where to get that help.
- Teachers cannot promise confidentiality to a pupil. Only health professionals, bound by their own professional code of conduct, can ensure confidentiality when counselling an individual pupil. However, in a classroom situation they are also bound by the relevant school policies.
- 'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.' (WSCC guidelines)
- Parents, carers and pupils need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHCE framework. (WSCC guidelines)

#### 8. Good practice

- Sex and Relationships Education lessons should be conducted in a calm, supportive and sympathetic atmosphere. Pupils should be made aware from the start that no one should feel unable to voice a worry or an opinion for fear of ridicule and that such behaviour will not be tolerated.
- Teachers should make it clear at the outset that they will not answer questions that are of a personal nature.
- To avoid excluding pupils that are shy or embarrassed, pupils should have the opportunity to raise questions in confidentiality e.g. using a question box.
- Pupils, whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs. (WSCC guidelines)
- As part of sex and relationships education pupils should be taught about the nature and importance of marriage for family life and bringing up children. (WSCC guidelines)

#### 9. Criteria for success

Pupils will begin making the transition from childhood into puberty successfully. They will leave Blackthorns School with confidence, self-esteem and the knowledge and skills needed to fulfil the aims and objectives more fully set out in clause 3.

#### 10. Review

This policy will be reviewed annually. Changes may be made to take into account any future legislation or any additional needs of the school.

#### Appendices

1. Sex Education Guidelines, West Sussex LEA – Skills for Early Years, KS1 and KS2
2. 'Passport' document - Extract of Skills, Knowledge, Attitudes and values for KS1 and KS2.

## Appendix 2.

### Key Stage 1.

Skills	Knowledge	Attitudes and Values
<p>Ask for and give permission.</p> <p>Recognise and make safe choices based on right and wrong/good or bad.</p> <p>Make simple choices e.g. between foods, activities.</p> <p>Maintain personal hygiene e.g. washing, teeth cleaning, toilet routines.</p> <p>Recognise potential risks to safety of self and others from people, situations and in the environment.</p> <p>Say 'no' when subject to pressure/something feels wrong.</p> <p>Ask for help from adults.</p> <p>Follow simple safety rules and instructions</p>	<p>Understand ideas of good and bad, and right and wrong.</p> <p>Understand the concepts of growing from young to old and that they are growing and changing.</p> <p>Know the correct names for the external parts of the body including the sexual parts.</p> <p>Know places that are safe, where to get help and the people in their community who can help them.</p> <p>Know the rules for keeping safe e.g. 'Stranger, Danger'.</p> <p>Know when to keep a secret and when to tell.</p> <p>Know that they have rights over their own bodies.</p> <p>Know that there are similarities and differences between people: gender, appearance.</p> <p>Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories and the television sometimes say that boys do this and girls do that.</p> <p>Know that people have things in common but that every individual is unique.</p> <p>Understand how to be a friend and that friendships can change.</p> <p>Know the people who look after them and their different roles and responsibilities.</p> <p>Understand that there is a difference between accidental and purposeful hurting.</p>	<p>Think about what is important to them in making choices.</p> <p>Be proud of their body, enjoy what it can do and treat it with respect.</p> <p>Want to be healthy and clean.</p> <p>Think about why they need to take care and be safe in what they do.</p> <p>Care about keeping themselves and others safe.</p> <p>Be proud of who they are and understand that difference does not mean better or worse.</p> <p>Respect others' needs, feelings and opinions.</p>

## Key Stage 2.

Skills	Knowledge	Attitudes and Values
<p>Ask questions and talk confidently with adults and peers about their thoughts and feelings.</p> <p>Recognise the need to ask for support sometimes, and whom to ask and how</p> <p>Be able to express feelings in different ways and recognise the impact on others.</p> <p>Manage hygiene procedures; e.g. menstruation.</p> <p>Discuss and ask questions about changing bodily needs.</p> <p>Decide who has access to their bodies.</p> <p>Recognise risk in different situations and make judgements about behaviour and decisions about personal safety.</p> <p>Recognise unwanted influence and pressure from friends; and exercise some basic techniques for resisting.</p> <p>Recognise their own and other people's feelings.</p> <p>Recognise that actions have consequences for themselves and others.</p> <p>Show care for others as well as for themselves.</p> <p>Develop skills needed for relationships e.g. listening, supporting, showing care.</p>	<p>Know that puberty brings about changes in emotions.</p> <p>Knowledge about the law and understand that rules and laws are designed to protect.</p> <p>Understand that groups have different views; peers, parents, teachers etc. and people of different faiths and cultures.</p> <p>Know what makes them feel happy and positive about life; the influence of exercise, leisure, relationships on mental health.</p> <p>Know bacteria and viruses affect health and how transmission may be reduced by using simple, safe routines.</p> <p>Know how changes at puberty affect body hygiene.</p> <p>Know that body changes are a preparation for sexual maturity, and understand the processes of conception and birth.</p> <p>Know about the range of human variation, understand what is meant by 'normality' and know that differences between people can be caused by their genes and environment.</p> <p>Develop understanding of different types of relationship including marriage, and know that there are many different patterns of friendship.</p> <p>Understand more about the changes that take place in human life - parenthood, bereavement, making new relationships.</p> <p>Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it. Know sources of help, including helplines, when facing problems.</p>	<p>Appreciate the importance of taking responsibility for themselves and their behaviour.</p> <p>Consider why it is wrong for children to be abused by other children or adults.</p> <p>Respect their own and others' bodies.</p> <p>Accept responsibility for personal cleanliness.</p> <p>Respect other people's feelings, decisions, rights and bodies.</p> <p>Value diversity of lifestyles, and the choices made within them.</p> <p>Consider why honesty, loyalty, understanding and respect are important in relationships.</p> <p>Appreciate different ways of loving and the importance of love in relationships.</p> <p>Appreciate that similarities and differences between people are the result of many factors.</p>