



Barningham CEVC Primary School Sex and Relationships Education Policy

Purpose

The Governors and teachers of Barningham CEVC School believe that effective Sex and Relationship Education is a vital part of a rounded curriculum that will help children to become happy, healthy, confident and independent adults.

The purpose of Sex and Relationship Education is to support children, at each Key Stage, with their physical, emotional, spiritual and cultural development. It aims to help children to respect themselves and others and progress with confidence through childhood and towards adolescence and adulthood.

Sex and Relationship Education is provided within the context of the school's broad programme of Personal, Social and Health Education with Citizenship (PSHCE).

Principles and Values

Sex and Relationship Education does not reflect the principles and values of individual teachers, but those established by the school.

At Barningham CEVC School we believe that Sex and Relationship Education is:

- a child's entitlement;
- underpinned by open, mutually respectful relationships between adults and children;
- part of everything that happens in school;
- an opportunity to develop a sense of self, and self respect, and to develop respect for differences in others;
- both proactive and reactive, involving planned learning and learning structured around spontaneous events;
- a developmental process that needs to be carefully geared to suit different ages and stages;
- a partnership between home and school. Parents are the key people in teaching their children about relationships, sex and growing up.

What is Sex and Relationship Education?

It is lifelong learning about physical, emotional and moral development. It is about the importance of relationships, respect, love and care. It is also about clear and accurate information regarding sex, sexuality and the developing body.

It has three main elements:

Attitudes and values:

- ✓ the importance of values, individual conscience and moral considerations learning the value of respect, love and care
- ✓ learning the importance of lasting, stable, loving relationships, including marriage
- ✓ exploring and considering moral dilemmas
- ✓ developing the potential for 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 understanding of difference and with absence of prejudice
- ✓ developing an appreciation for the consequences of choices made
- ✓ managing conflict
- ✓ learning how to recognise and avoid unfair behaviour.

Knowledge and understanding:

- ✓ learning about, and understanding, physical development
- ✓ understanding of human sexuality and reproduction.

Aims of the Curriculum at Barningham CEVC Primary School

To help children to develop self respect, self confidence and a sense of responsibility with regard to their relationships and themselves.

To help them to develop attitudes and skills that will enable them to establish caring, lasting relationships throughout their lives.

To help them to develop their powers of critical thinking and their ability to make confident decisions about their own wellbeing, and the wellbeing of others.

To provide clear, age-appropriate information about human growth and reproduction.

To provide specific information regarding human sexuality and development to Year 5 and 6 children, as they move towards their time in High School and their interests and understanding widen.

To work with parents, carers and families to ensure that children are well supported and that everyone has confidence in the school and its curriculum.

Content

The Sex and Relationship Education curriculum will be in three ways:

- Through the Science Curriculum;
- Through the PSHCE Curriculum;
- In informal ways through the life of the school.

Key Stage 1:

- **Science:**

Life processes – how humans move, feed, grow, use the senses.

Human organisms - naming external parts, learning about the senses, needs, growth.

- **PSHCE:**

Self – getting to know ourselves; what makes us happy, sad; what we like and dislike; the right to say 'No'; personal safety; healthy lifestyle choices.

Relationships – getting on with each other; learning how to recognise and avoid unfair behaviour; managing conflicting desires when they do arise; different kinds of families and partnerships; learning the value of respect, love and care; learning the importance of lasting, stable, loving relationships, including marriage.

Key Stage 2:

- **Science:**

Life processes -nutrition, growth and reproduction in animals and humans.

Humans as organisms -stages in human development.

Health and Safety - assessing and controlling hazards and risks.

- **PSHCE:**

Self -learning strategies to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; developing the potential for critical thinking as part of decision-making; learning to make choices based on understanding of difference and with absence of prejudice; developing an appreciation for the consequences of choices made; learning about healthy living choices.

Relationship -learning strategies to manage conflict; learning how to recognise and avoid unfair behaviour; learning the importance of lasting, stable, loving relationships, including marriage.

Citizenship -learning about values, individual conscience and moral considerations; exploring and considering moral dilemmas; developing the potential for critical thinking as part of decision- making.

Years 5 and 6:

- **PSHCE - Preparation for puberty**

This area of the curriculum will be delivered in Year 5 and again in Year 6 as we feel that it is such an important area of children's learning. The Year 6 module will repeat particular aspects, where appropriate, deepening understanding and paying particular attention to preparing children for High School.

Background -helping children to develop confidence in listening and talking about sex and relationships.

Preparation for puberty -covering physical and emotional changes and development for boys and girls.

Menstruation - girls should be prepared for menstruation before it starts (this may be before Year 5/6, in which case, the class teacher will liaise closely with parents). Boys should also have a clear understanding of menstruation.

Human reproduction -precise information about sex, pregnancy and birth.

Questions that children have beyond the planned material – children will be given an opportunity to ask questions (directly and anonymously), and receive appropriate answers, in order to ensure that they have accurate information about their own questions.

Informal

The Sex and Relationship Education curriculum is supported by the quality of relationships on offer throughout the school and by adults' responses to routine questions from children. All staff, therefore, will be involved in the delivery of some aspects of this policy.

Organisation and Teaching Responsibilities

Organisation and development of the Sex and Relationship Education curriculum throughout the school will be the responsibility of the Science subject leader and the PSHCE subject leader.

It will be delivered by:

Class teacher – Key Stage 1

Science /PSHCE/Class teacher Key Stage 2

Class teacher – Year 5 and 6: Preparation for puberty

The school nurse, if appropriate, and supported by a male colleague or Governor in Years 5 and 6, if appropriate.

Sex and Relationship Education will be delivered largely through whole class teaching, with the addition of special arrangements for Years 5 and 6.

Sensitive material

Teachers will make subtle judgements about which topics will be addressed by the whole class, and which on an individual, or small group, basis. A variety of methods will be used to ensure that children with a higher level of curiosity or knowledge can seek answers to more advanced questions in ways that do not impose too much information on others.

Teachers will pay particular attention to involving children in establishing clear boundaries for the discussion of sensitive material in order that children can feel safe and confident, be open to new information, respectful of others and develop a mature attitude to their learning. Whilst always responding to children's desire for knowledge, teachers will discourage them from discussing personal issues (which may rebound on them in unhelpful ways outside the classroom). Where exceptionally sensitive issues arise, the teacher may ask children to pursue their questions at home with the support of their parents, or point them to other sources of information.

Resources

The School has a variety of resources which will be reviewed every two years and updated when it is felt appropriate. The School aims to offer resources for pupils and parents to borrow for home use.

Partnership with Parents

The Sex and Relationship Education policy will be developed, and periodically reviewed, by staff and parents together. Information will be given to parents of Year 5 and 6 children immediately prior to the delivery of the PSHCE – Preparation for Puberty topic.

We are an inclusive study in areas including Sex and Relationships Education, Drug Education, Healthy Eating and E Safety.

Additional Teacher Training

Barningham CEVCP School recognises that teachers may need extra training in order to deliver this curriculum area in ways that are in keeping with the school's stated principles. Such training will be offered when necessary.

Monitoring and Evaluation

The Sex and Relationship Education policy and resources will be reviewed every two years by teachers, governors (Learning and Achievement Committee) and parents and carers. ***This may be altered following the February 2019 Government Consultation.***

Specific feedback will be sought on the Preparation for Puberty modules using a questionnaire for children in Year 5 and 6, and their parents (anonymous if preferred) after the teaching has taken place. The questionnaire will seek feedback on the content and style of the presentation of this particular aspect of the curriculum.

Child Protection Issues and Confidentiality

Teachers should be aware that effective teaching in Sex and Relationship Education, which brings an understanding of what is and what is not acceptable, could lead to disclosure of a child protection issue. Teachers must ensure, therefore, that they are familiar with all aspects of the school Child Protection policy and operate within its guidelines.

- Children have the right to a safe learning environment and to have their worries noticed and acted upon in appropriate ways
- All teachers must be alert to signs of abuse and know to whom they should report their concerns or suspicions
- Teachers should be familiar with the school statement on confidentiality – when to maintain confidentiality and when it cannot be maintained in the best interests of the child
- If a child reveals that they are sexually active, or contemplating sexual activity, this will be viewed as a child protection issue and dealt with by the teacher with responsibility for Child Protection.

Parents rights to withdraw their children

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education curriculum if they so wish. If a parent indicates that they are thinking of, or wishing to, withdraw their child the school will seek to discuss the matter fully in order to allay any fears. If parents still prefer to withdraw their child the school will work with them to ensure that the child receives appropriate Sex and Relationship Education in other ways.

Signed: Stephany Hunter

Revised: January 2022

Review and consultation date: January 2023

Learning and Achievement Committee