

# Danbury Park Community Primary School



## Sex and Relationships Education Policy

Last revision dated:	Summer 2017
This revision completed during:	Spring 2018
Agreed by the governing body:	03/05/2018
Next revision due:	Spring 2021

*Be wise, be happy, belong*



# Danbury Park Community Primary School

## Sex and Relationships Education Policy

### 1. Introduction

- 1.1 Sex and relationships education is defined as learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.
- 1.2 Sex and Relationships Education is an important aspect of our Personal, Social, Health and Economics and Citizenship Education (PSHEe) and this document should be read in conjunction with this policy. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

### 2. Aims and objectives

- 2.1 We teach children about:
  - The physical development of their bodies as they grow into adults;
  - The way humans reproduce;
  - Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
  - The importance of family life;
  - Moral questions;
  - Relationship issues;
  - Respect for the views of other people;
  - Sexual abuse and what they should do if they are worried about any sexual matters.

### 3. Context

- 3.1 We teach sex and relationships education in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:
  - Sex education should be taught in the context of a stable relationship and family life;
  - Sex education is part of a wider social, personal, spiritual and moral education process;
  - Pupils should be taught to have respect for their own bodies;
  - Pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
  - It is important to build positive relationships with others, involving trust and respect.



## 4. Entitlement

- 4.1 All children matter and are given every opportunity to achieve their best. We achieve this by planning activities which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.
- 4.2 All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.

## 5. Organisation

- 5.1 We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social and Health and Economics education (PSHEe) curriculum in Years 4 and 6, we also teach some sex education through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. See Appendix 1 for learning outcomes for Key Stages 1 and 2.
- 5.2 In PSHEe throughout the school we teach pupils about relationships, and we encourage them to discuss issues. Pupils learn to appreciate the differences between people and how to show respect for each other.
- 5.3 In science in Key Stage 1 we teach children about how animals, including humans, move, feed, grow and that they reproduce, and we also teach them about the main parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 4 and Year 6 teachers inform pupils about puberty and how a baby is born.
- 5.4 We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 8.2. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals as well as governors, give us valuable support with our sex and relationships education programme.
- 5.5 We arrange a meeting for all parents of pupils in Year 4 and Year 6 to discuss our specific programmes of lessons, to explain what the issues are and how they are taught, and to view the materials the school uses in its teaching.

## 6. Teaching and Learning

- 6.1 At Danbury Park Community Primary School we use a range of teaching and learning styles depending on the age and maturity of the children. We place an emphasis on active learning including the pupils in discussions, investigations and problem-solving activities.



- 6.2. The teaching of PSHEe & C often requires a different approach and teachers:
- Ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
  - Judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
  - Ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
  - Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within their professional standards and the school's values framework;
  - Provide appropriate support after a session for any pupil who may be troubled by an issue raised.
- 6.3. Circle time takes place in every class on a regular basis and follows a prescribed non-threatening forum for discussion and exploration of issues or concerns. Circle time is planned carefully so that personal and social skills are developed and issues from the PSHEe curriculum are included. During this time the school's *Code of Conduct* and class rules are reinforced and an appreciation of their meaning developed. Circle time is also used for dealing with specific problems and concerns as they arise.

## 7. Assessment, Recording and Reporting

- 7.1. Assessment has two main purposes:
- Assessment of learning (summative assessment);
  - Assessment for learning (formative assessment).
- 7.2. At Danbury Park Community Primary School we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment for learning depends crucially on using the information gained.
- 7.3. The assessment procedures within our school encompass:
- Making ongoing assessments and responding appropriately to pupils during day-to-day teaching. These immediate responses are mainly verbal and may not be recorded;
  - Using knowledge of pupils drawn from ongoing pupil tracking records and from their prior learning to guide our planning and teaching;
  - Adjusting planning and teaching within units of work in response to pupils' performance;
  - Use of questions to check learning against objectives at the end of each unit of work. If necessary future planning is adapted in response to assessment outcomes;
- 7.4. Annual reports to parents include statements about the pupils' achievements in PSHEe & C.

## 9. The Role of Parents

- 9.2. The school is aware that the primary role in children's sex education lies with parents. We wish to build a positive and supporting relationship with the parents of children at Danbury Park



Community Primary School through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's sex and relationships education policy and practice;
- Answer any questions that parents may have about the sex and relationships education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

- 9.3. Parents have the right to withdraw their child from all or part of the specific sex and relationships education programme that we teach in our school. However, this does not include those parts of the programme that are part of the National Curriculum for science which all pupils are required to follow. If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **10. Confidentiality**

- 10.2. Teachers conduct sex and relationships 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 matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the member of staff has concerns, they will draw their concerns to the attention of the designated child protection officer who will then deal with the matter in accordance with the school's Child Protection Policy.

## **11. The Role of the Headteacher**

- 11.2. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 11.3. The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 11.4. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.



## **12. Health and Safety**

- 12.2. Safety hazards are taken into account during the planning and delivery of every lesson. Pupils are made aware of any potential hazards at the beginning of any work.

## **13. Monitoring, Evaluating and Reviewing**

- 13.2. Monitoring the standards of pupils' work and of the quality of teaching in PSHEe & C is the responsibility of the PSHEe & C subject leader working with the senior leadership team. The work of the subject leader also involves supporting colleagues in the teaching of PSHEe & C, keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- 13.3. The PSHEe & C subject leader meets with the Headteacher in order to discuss an annual summary in which s/he evaluates strengths and weaknesses in the subject and to prepare an action plan, if required, for areas of further improvement.
- 13.4. The headteacher allocates management time to the PSHEe & C subject leader so that s/he can review samples of children's work, of teachers' planning, undertake lesson observations of teaching across the school and talk to pupils about their learning.
- 13.5. The Curriculum and Pupil Related Committee of the governing body monitors the sex and relationships education policy. This committee reports its findings and recommendations to the full governing body, as necessary, giving serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.



## Appendix 1

### Scheme of Work for Sex and Relationships Education

#### Key Stage 1

Me, caring for me  
My place in my family, the school and the community  
My main body parts  
How I live  
The life cycle of animals  
People who help us

#### Year 3

No new topics. Possible revision and extension of Key Stage 1 work

#### Year 4

Human Biology:

- Major external body parts
- Major internal organs
- Sexual organs
- Development from Birth
- Development through Puberty
- Conception
- Birth

Moral/Value framework of above

#### Year 5

No new themes  
Revision of puberty  
Revision/extension of moral/value framework

#### Year 6

Revision of:

- Development through puberty
- Conception

#### Child Withdrawal

Parents have the right to withdraw their child from Sex and Relationship education. However the content of the programme at Danbury Park Primary School falls predominantly within the bounds of the Science National Curriculum and parents are asked to meet with the Headteacher to discuss any concerns they may have.

The school will be sensitive and understanding regarding any specific requests parents may make.

#### Involvement of Outside Agencies and Visitors

At the teacher's discretion, use may be made of other professionals e.g. midwife, school nurse, health visitor. It is felt that the use of such professionals greatly enhances the programme on offer.



## **Parental Involvement**

It is felt that parental involvement at all stages of the Sex and Relationships education programme is to the short and long term benefit of the children.

In Key Stage 1 parents are informed of the topics being studied at any time, of how they can support this learning and of any help they can offer.

In Key Stage 2 the involvement is much more specific.

### **Year 4**

In the first half of the term in which the children are focussing upon the Sex and Relationships education topic, a meeting for parents is held.

At this meeting parents

- Receive a detailed explanation of the content of the work;
- Receive specific timings of when the work will be carried out;
- Receive information about which outside professionals, visitors may be used to support the work;
- See the resources the school may use;
- Watch the videos the school will use;
- Have the opportunity to ask questions.

Invitation to this meeting is by letter. Parents not attending receive copies of the information as detailed above. Parents are also invited to support their child's learning by completing questionnaires, sending in photographs, baby books etc. and by discussing their child's work at home.

### **Year 6**

Parents are informed by letter when the videos will be shown and their content. Parents will be given the opportunity to view the videos in school prior to their children seeing them.