

WICKHAM CHURCH OF ENGLAND PRIMARY SCHOOL



SEX AND RELATIONSHIPS EDUCATION POLICY

Rationale

'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.'

DfEE Guidance for Schools (2000)

At Wickham Church of England Primary School we believe that every child, regardless of race, gender, religion, ability or socio-economic group, has the right to receive Sex and Relationships Education (SRE). We understand the importance of working in partnership with parents when delivering this important part of our PSHCE programme. Within our caring Christian ethos, we offer children opportunities to learn a full range of personal and social skills, which form the foundation for specific work on growing up, sex and relationships. We believe that SRE helps children to develop a secure sense of identity and to function well in the world. We do not use SRE education as a means of promoting any form of sexual orientation.

The law requires the school to have a policy on Sex and Relationship Education that is the direct responsibility of the governing body. This SRE policy must be read in conjunction with the other policies and guidance relating to Science, PSHCE, Safeguarding and Health & Safety.

This policy is distributed to all new staff and is published on the school website. We seek positive relationships with all our parents and carers and wish to develop a shared approach, involving them and the wider community in the implementation of the school's policy.

Aims and Objectives

- To ensure that all children receive, at the very least, their subject entitlement as required under the National and Foundation Stage Curricula.
- To ensure children have the support they need to be healthy, stay safe, enjoy and achieve through learning, make a positive contribution to society and achieve economic well-being.
- To ensure that the spiritual, moral, social and cultural needs of each child are met.
- To support children's emotional development.
- To help prepare all pupils for the opportunities and responsibilities of life.
- To teach the children the importance of developing and maintaining a healthy lifestyle.

- To provide opportunities for children to learn about the nature of marriage and its importance for family life and the bringing up of children.
- To ensure no prejudicial behaviour is tolerated and that SRE is inclusive of different sexualities and experiences.
- To encourage a non-judgmental climate in which questions and sensitive issues can be discussed.
- To teach children about their rights, respect and responsibilities as represented by the United Nations Convention on the Rights of the Child.
- To ensure that all children are able to acquire accurate, relevant and age-appropriate information about sex and relationships.
- To support pupils when talking to their parents about sensitive issues.
- To encourage communication by providing an acceptable vocabulary for discussing matters without embarrassment.
- To refer to parts of the body using the correct, common, scientific terms.

The Curriculum

Our sex and relationships education programme was reviewed, planned and resourced as a result of consultation with HIAS and formal discussions with staff. The majority of our programme is delivered through the teaching of the National Curriculum Programmes of Study for Science, which are legal requirements for all children, and the non-statutory PSHCE framework.

The sex and relationships education programme is taught primarily by class teachers, with whom the children have established a climate of trust. It may be supplemented to by specialist visitors, for example the school nurse. Teachers will deliver engaging, challenging lessons based on the school's SRE Curriculum map (see Appendix 1) and PSHCE Curriculum map (See Appendix 2) which ensure full coverage of the curriculum and appropriate progression for each year group. The curriculum maps draw together mainly, but not wholly, units of work based on the National Curriculum Programme of Study for Science and 'Teaching SRE with Confidence in Primary Schools' by The Christopher Winter Project.

Children will learn through a variety of activities such as discussion, drama, self-assessment, case studies, circle-time, visiting speakers, independent study and the integrated use of ICT. Children will participate in lessons in a variety of ways, including individual work, paired work, collaborative group work, class discussion and response partners. For some sensitive work it may be appropriate for boys and girls to discuss matters separately but all children will be taught the same curriculum and be given equal opportunities.

Guidelines

- Teachers may reassure a pupil that their best interests will be maintained, but at no time will a member of staff offer a child advice or confidentiality on sexual matters (see guidance in Child Protection Policy). If teachers have concerns about specific children, they will consult the Child Protection Liaison Officer (CPLO).
- Discussions will be depersonalised to avoid embarrassment and to protect pupil and teacher privacy.
- If a question is deemed inappropriate in any way, the teacher will acknowledge it, and promise to attend to it later on an individual basis.
- All questions will be answered sensitively, honestly and with information suitable for the age of the child, including questions regarding HIV, AIDS and homosexuality.
- Where appropriate, outside agencies and other adults will be used to enhance the SRE curriculum e.g. expectant mothers, School Nurse.

- Where necessary and in accordance with current guidance, visiting adults will be required to show proof of Disclosure and Barring Service (DBS) clearance.
- In normal circumstances it is not considered appropriate for supply teachers to deliver the S.R.E curriculum in Years 4-6 where an established climate of trust between teacher and pupils is preferable.
- The PSHCE Leader is responsible for the co-ordination, monitoring, assessment, auditing and resourcing of the SRE curriculum, its teaching and pupils' learning.
- The PSHCE Leader will support staff in the planning and delivery of SRE schemes of work and arrange relevant staff development opportunities as appropriate.
- Special Educational Needs and Disability (SEND) support, Able Child support and external agency support for individual children will be used as appropriate. Emotional Literacy support, when appropriate, will be delivered by a trained Emotional Learning Support Assistant (ELSA).
- All those involved in the teaching of SRE should understand that SRE begins at home and is received from family, friends, and a variety of media, as well as at school.
- Only good quality resources, which take account of religious, cultural and physical diversity and special needs, are chosen to support the curriculum.
- Resources are stored centrally in the Personal Development Learning cupboard in the hall and in year group boxes assigned to each teacher. A list of current resources is available to all staff.

The Rights of Parents

All parents have a right to access the school's SRE policy. Where parents express concerns about the delivery or content of sex and relationship education, it is hoped that class teachers will be able to allay any expressed anxieties by being open and receptive to parents' views.

Parents *do* have the right to withdraw their child from part or all of the sex and relationship education provided by the school, with the exception of those parts covered in the National Curriculum Science Programmes of Study. Parents wishing to withdraw their child should inform the Headteacher in writing. Arrangements will then be made sensitively for the child to work in another class during delivery of the programme.

Prior to the delivery of SRE units of work in Years 4-6 (those year groups studying units about Growing Up, Puberty and Reproduction), parents of children will be invited to view the videos and resources to be used and will be given the opportunity to discuss the concepts to be introduced.

Appendix 1 - SRE Curriculum map

Appendix 2 - PSHCE Curriculum map

Policy reviewed and updated by Nicolette Portlock, PSHCE Leader 9th January 2015

Agreed by staff: _____ Date: _____

Agreed by governors: _____ Date: _____

Review Date: January 2018



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SRE Curriculum Map

YEAR R	<p>Me, a Special Person; My Special People; Growing and Changing</p> <ul style="list-style-type: none"> □ recognise their uniqueness □ feel good about themselves □ know personal likes, dislikes and preferences □ recognise, name and own <i>everyday</i> feelings such as happy, sad, cross, worried etc. □ know some of the things that can cause different feelings □ understand that they can expect others to treat their needs, views, cultures, and beliefs with respect □ say why someone is special to them and recognise ways in which their family is special □ learn and practice skills for maintaining personal hygiene □ be proud of their body and enjoy what it can do □ learn the names of the main parts of the body □ understand the idea of growing from young to old
YEAR 1	<p>Growing and Caring for Ourselves</p> <ul style="list-style-type: none"> □ know how to keep clean and look after themselves □ know how people grow and change □ understand that babies become children and then adults □ know the differences between boy and girl babies □ know there are different types of families □ know which people we can ask for help □ own their own feelings, make 'I' statements and begin to accept everyone as an individual □ respect others' needs, feelings and opinions
YEAR 2	<p>Differences</p> <ul style="list-style-type: none"> □ know and be able to talk about the ways that boys and girls can be the same and different □ understand that some people have fixed ideas about what boys and girls can do □ understand the terms 'male' and 'female' □ describe the physical difference between male and female babies and boys and girls □ describe some differences between male and female animals □ understand that making a new life needs a male and a female □ name the male and female body parts using agreed, scientific words

YEAR 3	<p>Valuing Difference and Keeping Safe</p> <ul style="list-style-type: none"> □ (revision from Y1) know some differences and similarities between males and females □ (revision from Y1) name male and female body parts using agreed, scientific words □ identify different types of touch that people like and do not like eg hugs, kisses, hitting □ know that they have the right to say what they like and dislike □ understand personal space □ know ways of dealing with unwanted touch □ understand that all families are different and have different family members □ know when to keep a secret and when to tell □ know who to go to for help, support and information □ consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use
YEAR 4	<p>Growing Up</p> <ul style="list-style-type: none"> □ describe the main stages of the human lifecycle □ reflect on their development from babies □ describe the body changes that happen when a child grows up □ know the meaning of 'puberty' □ know that during puberty the body changes from a child into a young adult, in order that adults can have babies in the future □ understand why the body changes during puberty □ know about the physical and emotional changes that happen in puberty □ know that each person experiences puberty differently □ know some basic facts about pregnancy eg. where babies grow, what babies do inside the female, how long is pregnancy □ know that their body belongs to them and that they can say who has access to it □ consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use □ know how and where to get help, support or information
YEAR 5	<p>Puberty</p> <ul style="list-style-type: none"> □ (revision from Y4) know the main physical and emotional changes occurring in puberty □ understand in greater detail how puberty affects the body and emotions □ ask questions about puberty with confidence □ describe how to manage physical and emotional changes □ know that there are some changes over which we have no control, but some over which we do have control and can make choices □ explain the importance of physical hygiene and how to stay clean during puberty □ know that their concerns and worries during puberty are shared by others □ know how to get help, support and information □ know that their body belongs to them and that they can say who has access to it □ consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use

YEAR 6

Puberty and Reproduction

- describe how and why the body changes during puberty in preparation for reproduction
- talk about puberty and reproduction with confidence
- discuss different types of relationships with confidence, including friendships, family relationships, loving adult relationships and marriage
- explain how babies are made
- explain how babies develop in the womb
- explain how babies are born
- know the decisions that have to be made before having a baby
- explore what a baby needs after birth
- consider how sex is presented in the media
- consider sexual stereotyping
- be reassured that their changing emotions are a normal aspect of puberty
- know that their body belongs to them and that they can say who has access to it
- consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use including 'sexting'
- know how and where to get help, support or information

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PSHCE Curriculum Map - Key Stage 1



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	SEAL: New Beginnings PSHEE: Being involved SRE: Feelings, Hygiene RRR: Basic rights, Co-operation	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Being healthy and safe in school SRE: Likes & Dislikes RRR: Food, Safety	SEAL: Going for goals PSHEE: People who help SRE: Respecting Others RRR: Play	SEAL: Good to be me PSHEE: Me-a special person SRE: Uniqueness & Self-esteem, My Body RRR: Homes	SEAL: Relationships PSHEE: My special people SRE: Special People RRR: Families	SEAL: Changes PSHEE: Growing and changing SRE: Growing Up RRR: Water
1	SEAL: New Beginnings PSHEE: Keeping safe RRR: Basic Rights, Play	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Working well together RRR: Co-operation	SEAL: Going for goals PSHEE: Other people are special too! RRR: Diversity	SEAL: Good to be me PSHEE: Caring for myself RRR: Pack a Bag, Food	SEAL: Relationships PSHEE: Caring for others SRE RRR: Homes, Families	SEAL: Changes PSHEE: Looking forward RRR: Safety
2	SEAL: New Beginnings PSHEE: Who is in charge? RRR: Basic Rights	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Changing friendships RRR: Safety, Diversity	SEAL: Going for goals PSHEE: Taking charge RRR: Food, Homes, Water	SEAL: Good to be me PSHEE: My body is important RRR: Play	SEAL: Relationships PSHEE: Celebrations and recognising differences SRE RRR: Families	SEAL: Changes PSHEE: looking forward to Key Stage 2 RRR: Co-operation

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PSHCE Curriculum Map - Key Stage 2



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	SEAL: New Beginnings PSHEE: Settling in RRR: Articles 1-4, 12-14, 28, 29, 31, 42	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Making friends	SEAL: Going for goals PSHEE: People and their work	SEAL: Good to be me PSHEE: Keeping safe in school RRR: Articles 6, 9, 16, 19, 23, 24, 27, 32, 33, 37, 40	SEAL: Relationships PSHEE: Focus on feelings SRE RRR: Article 15	SEAL: Changes PSHEE: In someone else's shoes
4	SEAL: New Beginnings PSHEE: Feeling good RRR: Articles 1-4, 7, 12-15, 28, 31, 42	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Ups and downs in relationships	SEAL: Going for goals PSHEE: Keeping safe outside school	SEAL: Good to be me PSHEE: Keeping healthy RRR: Articles 17, 23, 24	SEAL: Relationships PSHEE: Changes in families SRE RRR: Article 16	SEAL: Changes PSHEE: Looking ahead
5	SEAL: New Beginnings PSHEE: Looking at the world RRR: Articles 1-5, 12-14, 28, 29, 42	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Who decides?	SEAL: Going for goals PSHEE: Being involved in my community RRR: Articles 6, 7, 15, 23, 24, 31	SEAL: Good to be me PSHEE: We're all different	SEAL: Relationships PSHEE: It's my body SRE RRR: Articles 16, 19	SEAL: Changes PSHEE: Risks and pressures
6	SEAL: New Beginning PSHEE: Rights and responsibilities RRR: Articles 1-8, 12, 13, 31, 38, 39, 42	SEAL: Getting on and falling out Say no to bullying (Nov) PSHEE: Managing conflict	SEAL: Going for goals PSHEE: The world of work (teamwork) & Green Goblin † RRR: Articles 15, 24, 27-29, 32	SEAL: Good to be me PSHEE: Taking responsibility for my own safety RRR: Article 33	SEAL: Relationships PSHEE: Changing relationships SRE RRR: Articles 14, 16-18, 30, 40	SEAL: Changes PSHEE: Transition and managing change