

SEX & RELATIONSHIP POLICY



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Date of next review:	July 2020
Type of policy:	Non Statutory / LMS
Frequency of review:	3 years
Governor committee:	Curriculum Committee

Introduction

The Headteacher and governors of Long Meadow School have referred to the Sex and Relationships Education Guidance, July 2000 sent out to schools by the Secretary of State for Education when drawing up and agreeing this policy.

Rationale for Sex and Relationship Education

A caring and developmental sex and relationship programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting a programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to sex and relationship education is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop a non-exploitative, caring relationship. They're also less likely to be exploited by others.

Definition of Sex and Relationship Education

Sex and relationship education 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. (SRE Guidance, July 2000)

The three main elements of sex and relationship education are:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Attitudes and values

1. Children are taught the importance of values, individual conscience and moral considerations.
2. Children learn the value of family life, marriage and stable loving relationships for the nurture of children.
3. Children learn the value of respect, love and care.
4. Children explore, consider and understand moral dilemmas.
5. Children develop critical thinking as part of decision making.

Personal and social skills

1. Children learn to manage emotions and relationships confidently and sensitively.
2. Children develop self respect and empathy for others.
3. Children learn to make choices based on understanding of difference and with an absence of prejudice.
4. Children learn to take responsibility for their actions in all situations
5. Children learn to manage conflict.
6. Children learn to recognise and avoid exploitation and abuse.

Knowledge and understanding

1. Children learn and understand physical development at appropriate stages.
2. Children develop knowledge of reproduction, sexual health, emotions and relationships.

OFSTED is statutorily required under section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at schools they inspect. This includes evaluating and commenting on a school's sex and relationship policy.

The Provision of Sex and Relationship Education

Sex and relationship education at Long Meadow School fits into the school's wider curriculum for Personal, Social and Health Education. In this way the school can ensure that pupils:

- Receive sex education in the wider context of relationships.
- Are prepared for opportunities, responsibilities and experiences of adult life.

The PSHE and Citizenship framework for Key Stages 1 and 2 is developed through the following four broad themes:

1. Developing in children confidence and responsibility and making the most of pupil's abilities.
2. Preparing children to play an active role as future citizens.
3. Developing in children a healthier, safer lifestyle.
4. Developing in children good relationships and respecting differences between people.

Sex and relationship education at Long Meadow School follows the Milton Keynes Sex and Relationships Education Scheme of Work and contributes to PSHE and Citizenship by ensuring that 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.
- Are prepared for puberty.
- Understand the process of conception and birth.

The National Curriculum (May 2015) Science Programme of Study for KS1 and KS2 states that pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals

At Long Meadow School we believe that effective sex and relationship education is best achieved through a whole-school approach that ensures the school's policy is appropriately set for age and maturity of the pupils. This includes:

- Involving the parents and carers
- Giving staff appropriate training and support
- Ensuring that pupils' views are listened to.

Long Meadow School ensures that its sex and relationship programme is tailored to:

- The physical and emotional maturity of the pupils.
- All children knowing about puberty before experiencing the onset of puberty.
- Boys and girls knowing about puberty and how a baby is conceived and born.
- All children having experienced a programme about relationships focusing on friendship, bullying and self-esteem.
- Teaching children about bodily changes of puberty including voice breaking and periods.
- Dealing with anxiety about changes associated with puberty.

A sex and relationships education programme can fail if it only focuses on the physical aspects of reproduction and does not address the issues of feelings, relationships and values.

At the primary stage we would not envisage covering certain aspects of sex and relationship education, although there may be occasions when these are touched upon or are discussed with certain pupils. These would generally be:

- HIV/AIDS and sexually transmitted diseases
- Abortion
- Information about confidential contraception and advice
- Protected sex

To be successful the programme must focus on boys as well as girls. Boys are less likely to be involved in asking their parents questions about sex because they think it is not relevant or they are too embarrassed.

A variety of tasks need to be planned to engage the boys as well as the girls. In some cultures it is only acceptable to speak about the body in single gender groups, and allowance needs to be made for this if the circumstance arises at Long Meadow School.

In some communities the school is virtually the only sources of sex education. The sex and relationship programme must therefore be culturally appropriate and inclusive of all children.

Special needs children must be included in sex and relationship education. All pupils must understand their own physical and emotional development to enable them to make positive decisions in their lives.

Special needs children may be more vulnerable to exploitation or abuse than their peers. They need to develop the skills to reduce the risk of being abused or exploited.

Teaching Strategies for Sex and Relationship Education

Strategies

In order to help young people develop their confidence in talking, listening and thinking about sex and relationship, teachers may need to develop strategies that are different to other areas. These strategies may include:

- Establishing specific ground rules with the pupils.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Using discussion and appropriate materials.
- Encouraging reflection.

Resources

Materials used in the school to deliver this subject area will be in accordance with the Milton Keynes PSHE and Citizenship policy statement and will be appropriate to the age and religious and cultural background of the pupils concerned.

Ground Rules

It is important to create a set of ground rules so that a safe environment is created for teacher and pupils alike. Each class or year group might make their own ground rules; an example of these follows:

- No one (teacher nor pupil) will have to answer a personal question (see 'Dealing with Questions' below).
- No one will be forced to take part in the discussion.
- Only the correct names of body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Distancing Techniques

Teachers may protect privacy and protect pupils by depersonalising discussions. For example role-play might be used, case studies with invented characters, appropriate videos and theatre visits may help pupils discuss sensitive issues and develop decision-making skills in a safe environment.

Dealing with Questions

A Question Box set up during the setting of ground rules lesson. Questions will only to be answered in accordance with the learning for that year group.

Clear parameters need to be set according to what is appropriate/ inappropriate in a class setting.

- If a question is too personal, remind the pupil of the ground rules. If a pupil needs further support, refer him/her to the appropriate person.

- A teacher should always acknowledge when he/she does not know the answer. The answer may be discovered later.
- The teacher should promise to attend to questions on an individual basis later if:
 - It is too explicit.
 - Feels too old for a pupil.
 - Is inappropriate for the whole class.
 - Raises concerns about sexual abuse.

In these cases the teacher should acknowledge the question and promise to attend to it later on an individual basis. In this way the pupil will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must talk to the pupil later.

If the teacher is concerned that the pupil is at risk of sexual abuse, they should follow the child protection procedures.

Discussion and Project Learning

Research shows that where discussion and project learning takes place, sex and relationships education is more effective. Examples of this type of learning might be:

- Drawing on previous knowledge to develop more understanding.
- Practising social and personal skills.
- Considering beliefs and attitudes about differing topics.
- Reflecting on new learning.
- Planning and shaping future action.

Reflection

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes.

Teachers can help pupils to reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from others, especially those who had a different experience or belief to your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to learn about?

Monitoring and Evaluating Sex and Relationship Education

Long Meadow School will work in partnership with parents in the delivery of sex and relationship education to their children. Teachers' personal beliefs and attitudes will not influence the teaching of sex and relationship education within the PSHE framework.

- Parents are the key people in teaching their children about sex, relationships and growing up.
- Many parents find it difficult to talk to their children about sex and relationships.
- Parents need support in their role as sex educators.
- Long Meadow School works in partnership with parents, consulting them regularly on the content of sex and relationship education programmes.

- Parents have the right to withdraw their child from all or part of sex and relationship education which are not part of the National Curriculum. Parents will be notified where these are planned into the teaching programme.
- Long Meadow School will involve Health Education professionals in complementing sex and relationship education in the school.
- Delivery of sex and relationship education is not the sole responsibility of the school.
- Long Meadow School staff will review the sex and relationship education programme at regular intervals.
- The Governing Body of Long Meadow School will review the provision and receive feedback from the school staff at the governor policy review meeting.
- Where child protection issues become apparent through disclosure as a result of the sex and relationship programme in school, staff will deal with the matter sensitively, discreetly, and with confidentiality within the school. *However, teachers cannot guarantee absolute confidentiality with regard to a disclosure by a pupil.*

Assessment:

See PSHE policy. Teachers track progress using the Well Being KPIs termly. Examples of assessment to be found in PSHE assessment file in the staffroom.

The Role of the Co-ordinator

The Sex and Relationships Co-ordinator (Mrs Chantal Wright) ensures that the sex and relationship education programme is delivered to each year group of the school. The role of the co-ordinator is to:

- Keep the policy up to date
- Devise the long term plan for the sex and relationship programme.
- Keep the staff informed about delivery, strategies and any developments to the programme.
- Keep the headteacher informed of any issues arising from the delivery of the programme
- Organise resources and inform staff
- Review and seek up to date materials and resources.
- Consult with the governing body about any planned changes for the sex and relationship programme.
- Monitor the delivery of the sex and relationship programme in school by observation in the year groups.
- Support teachers with the delivery of parents evening from Year 1 to Year 6.
- Provide coaching and mentoring for NQT teachers and new members of the Long Meadow staff.

Policy written June 2002 – AH

Appendix 1: Overview of Scheme of Work

Long Meadow School SEX AND RELATIONSHIPS EDUCATION OVERVIEW

Year Group	Physical	Emotional
EY	Effect of words and actions on themselves and others; how to keep themselves clean	People have different needs that need to be treated with respect; relationships with adults and peers; member of a community; initiating interactions with others; sensitivity and feelings; the need for codes of behaviour
Y1	Concept of growing from young to old; basic personal hygiene rules; basic safety	Positive self image; role of important people in their lives; individuals are unique; recognise and accept similarities and differences <ul style="list-style-type: none"> • Differences
Y2	Physical similarities and differences; know humans and animals produce off-spring and these grow into adults; needs of babies; correct names of external parts of body <ul style="list-style-type: none"> • How did I get here? 	Know there is a range of feelings in families; choices; responsibility for own safety; impact of feelings and actions on others
Y3	Changes in own body and changes in others; how to keep healthy – hygiene, sleep, exercise <ul style="list-style-type: none"> • Growing up • How did I get here? 	What makes them and others happy and sad; to know adults they can trust <ul style="list-style-type: none"> • Child Protection
Y4	Functions of different organs in the body; know babies are produced, born and grow; know internal parts of the body <ul style="list-style-type: none"> • Changes 	Relationships within families and between friends; rights and responsibilities for own safety; how to make friends; respect others' emotions and feelings; the right to celebrate achievements and recognise weaknesses; keeping safe <ul style="list-style-type: none"> • Communication, Bullying
Y5	Know life cycle of humans and animals; puberty – understanding and managing physical changes <ul style="list-style-type: none"> • Girls talk • Boy talk • Puberty 	Trust, honesty, understanding and respect in relationships; how to manage emotional changes; emotional changes that occur in human life; keeping safe when involved in risky activities; knowing that people have different attitudes, values and beliefs that influence how they behave <ul style="list-style-type: none"> • Prejudice and difference <p>A lesson to include the use of inappropriate use of photos and social media</p>
Y6	Process of conception and birth <ul style="list-style-type: none"> • How babies are made • How babies are born • Lets talk about sex 	Media messages on health and sexuality; effect of actions on themselves and others; being different and the effect on others; vocabulary of sexuality; friendship and loyalty; dealing with unwanted physical contact; different types of relationships <ul style="list-style-type: none"> • Sex • Transition <p>A lesson to include the use of inappropriate use of photos and social media</p>

Sense interactive CD's *Making Sense of Growing Up and Keeping Safe for Keystage 2* National Children's Bureau is highlighted in green www.sensecds.com

All about us Sex and relationships Education for 5-11 years old *Living and growing CD* Channel 4 by Television Junction is highlighted in pink www.channel4.com/learning