

Hipsburn Primary School
Sex and Relationships Education Policy
May 2017



Hipsburn Mission Statement

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

Our Vision:

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace British values and ensure all children are ready for their next steps.

The school's policy for sex and relationships education (SRE) is based on guidance from the DfE (Sex and relationships - OFSTED 2002) and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Hipsburn Primary School SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Hipsburn we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.

Aims of the SRE Policy:

- To meet the requirements of the DfE guidance on SRE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.

- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occurs to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

SRE in the curriculum:

The Headteacher is responsible for the effective delivery of the SRE curriculum.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body.

In Years Preschool – 4 children learn about:

- Developing the skills to have positive relationships with friends and family
- An understanding that families/relationships set-ups.
- Exercise and personal hygiene

In Year 5 and 6 children learn about:

- Developing the skills to be effective in relationships
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist (including homosexual relationships)
- How the body changes during puberty
- How a baby is conceived and born.
- Messages of sexuality developed in the media

At Hipsburn Primary School, SRE is taught through the PSHE curriculum. From September 2017 the curriculum will be delivered in the autumn term to account for Y4 girls that may already be approaching puberty as they enter Y5. The programme is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents prior to the Year 5/6 lessons.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

The portrayal of sex in the media is discussed at length in Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however this is not always the case.

Assessment, Reporting and Recording:

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHCE.

Equal Opportunities:

All pupils have access to the SRE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Child Protection:

All teaching staff are trained in child protection issues including FGM. Any concerns raised through SRE are dealt with according to the Northumberland Child Protection procedures.

Working with Parents:

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfE materials for parents who choose to withdraw their children.

Monitoring and Evaluation:

The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors.

This policy was completed by L Haswell and K Moloney.

It will be reviewed on an annual basis.

Date: 11.5.17

APPENDIX:

Y5:

Changes

- Identify the changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.

How babies are made

- To explain how babies are made.
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.
- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family

Question & Answer

Y6:

Boy Talk

- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young boys.
- To make girls more aware of the changes that occurs as boys become young men.

Girl Talk

- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occurs as girls become young women.
- To consider how sex is presented in the media.

- To consider sexual stereotyping.
- To reassure pupils that their changing emotions are a normal aspect of puberty.

Question & Answer

NB: These areas will be returned to at least once each full term depending on the needs of the class during PSHE time