



A cooperative Academy

Rickley Park Primary School Sex Education Policy (May 2016)

This policy should be read in conjunction with the Teaching and Learning Policy and PSHE Policy

1. Key Values

We have the same chances.

We have the same choices.

We know that everyone has something special to contribute.

We persevere and work hard, not because we are told to but because we want to improve.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

2. Aims

2.1 As a school we aim to create a happy, safe environment that nurtures and supports all members of our school community which:

- ensures that everyone has the opportunity to excel irrespective of their background;
- sets every child high expectations, and provide appropriate support, so that they reach their full potential;
- prepares children for the next stage of their education and beyond;
- leads to everyone experiencing success, whilst also feeling secure enough to risk failure;
- motivates, inspires and expects all children to strive to improve on their personal best;
- develops passionate and determined life-long learners who understand how to progress, achieve goals and reflect;
- develops working co-operatively;
- develops confident children who are able to articulate their views and reflect on the views of others.
- provides a curriculum that embeds good working habits and develops independence;
and
- provides a balanced curriculum which develops a breadth of knowledge and relevant skills for the future.

3. Sex and Relationships Education (SRE) Curriculum

3.1 The Underlying Principles

3.1.1 As a school, we understand the importance of education relating to relationships and sex. It gives children and young people essential knowledge to help them stay safe and understand what is happening as they grow older.

3.1.2 Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up and procreation. We believe it should equip children and young people with the information, skills and positive values to have safe and fulfilling relationships.

3.2 SRE in the Early Years Foundation Stage (EYFS)

In line with the requirements of the EYFS curriculum, the children will be encouraged to form friendships and talk about different kinds of family. The children will be taught to identify the differences between boys and girls and to name certain body parts.

3.3 SRE in Key Stage 1 (Years 1 & 2)

In conjunction with the PSHE curriculum, the children in Key Stage One will focus on the following aspects of their Sex and Relationship Education:

- Recognising and naming body parts
- Understanding the human lifecycle
- Keeping clean
- Remembering being a baby

The children will be taught about the importance of personal hygiene and will have a clear view of what actions they can take to look after their bodies.

3.4 SRE in Lower Key Stage 2 (Years 3 & 4)

As part of our PSHE curriculum, the children in Lower Key Stage T2 will focus on the following aspects of their Sex and Relationship Education:

- Understanding how our bodies change as we grow
- Special people and support networks
- Change is normal
- Celebrating and marking key life events
- The human lifecycle

This area of the PSHE curriculum will enable to children to identify the more substantial life events i.e. being born, moving through schools, as well as identify some similarities and differences in themselves and others as they grow.

3.5. SRE in Upper Key Stage 2 (Years 5 & 6)

3.5.1 Within Years 5 and 6 the children will have a more explicit and direct experience when learning about their bodies, feelings and biological developments. They will learn the following aspects of the Sex and Relationship Education:

- Biological changes during puberty.
- Where do babies come from?

Alongside these aspects of SRE the children will also be given an opportunity to question and clarify any misconceptions they may have involving puberty and bodily changes.

3.5.2 At an appropriate time within their learning, upper Key Stage 2 children will be given gender specific sessions. These sessions will involve discussions and a sharing of information regarding menstrual cycles (with the girls). This includes: biological processes of menstrual cycles as well as giving the girls a chance to explore different varieties of sanitary products and explaining their uses. The session with the boys will include open discussions regarding male-only bodily processes and answering any questions the boys may have.

3.5.3 It is possible that, during discussion, difficult questions will arise. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework may facilitate the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

4. Inclusion

4.1 At Rickley Park Primary School, we teach SRE to all children, whatever their ability and individual needs. We also recognise that SRE forms part of our school curriculum policy to provide a broad and balanced education for all our children.

4.2 We strive to meet the needs of all pupils, including those with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

4.3 As outlined in our Teaching and Learning Policy, our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

5. Equal Opportunities

5.1 All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. As noted in section 4, it is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

5.2 Objective discussion about the diversity of personal, social and sexual preference in relationships may arise through the teaching of SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

6. Assessment

6.1. The assessment of SRE will be undertaken during the teaching of and between sessions of SRE to ensure that the children are aware of their learning and have fully understood the information that has been taught. The use of AFL strategies will be paramount in ensuring the children have successfully retained the learning they have been taught.

7. Consulting Parents

7.1 The school informs parents when aspects of the sex and relationship programme are taught (Years 5 & 6) and materials which will be used in the school's SRE Programme can be seen by parents in school on request.

7.2 Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders - alternative work will be set.

7.3 If any changes to the policy are suggested / required, the Governing Body will consult with parents prior to final agreement (*see section 10*).

8. Safeguarding / Confidentiality

8.1 Teachers at Rickley Park are aware that effective SRE, which develops an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the designated child protection staff member in line with the school procedures for child protection.

8.2 In line with the Safeguarding / Child Protection Policy, a member of staff cannot promise confidentiality if concerns exist.

9. The Sex and Relationship Education Leader

9.1 At Rickley Park the SRE Leader is responsible for:

- Taking the lead in policy formulation and development to ensure all children are receiving the expected level of SRE throughout the school.
- Offering support and advice to colleagues, including coaching.
- Keeping up to date with developments in SRE education and disseminate information to colleagues as appropriate.
- Monitoring the effectiveness of planning and teaching SRE.
- Working with parents to share the learning approach of the school and provide any additional support which may be needed.
- Reporting to the link governor on a termly basis.

9.2 The role requires the subject leader to have an overview of the SRE curriculum, with the knowledge, skills and understanding to support its implementation and evaluate its effectiveness within school.

10. Monitoring and Evaluation

10.1 Monitoring is the responsibility of the head teacher, teacher with responsibility for sex and relationship education and the Standards and School Improvement Committee of the Governing Body.

10.2 The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

10.3 This policy document will be available to Parents via our website or via requesting a paper copy from the school office.

10.4 This policy will be reviewed every 3 years, unless amendments are required in the intervening period. As noted in 7.3, if any changes to the policy are suggested / required, the Governing Body will consult with parents prior to final agreement.