



RHODES AVENUE
PRIMARY SCHOOL

Sex and Relationships Policy

Summer 2016

Introduction

In delivering Sex and Relationship Education (SRE) Rhodes Avenue Primary School (hereafter referred as the school) is required to have due regard to the *Sex and Relationship Education Guidance* (DfEE) (July 2000).

The current statutory provisions on sex education are contained in sections 403 and 405 of the *Education Act 1996*.

This policy is based on the following documents:

- The *Equality Act* (2010);
- *Sex and Relationship Education (SRE) for the 21st Century* (Supplementary advice to the Sex and Relationship Guidance DfEE) Brook/The PSHE Association/Sex Education Forum (0116/2000);
- *The Education Act* (1996);
- *Sex and Relationships Education in Schools* (Briefing Paper) (July 2015);
- *The Importance of Teaching* (White Paper) (November 2010);
- *Keeping Children Safe in Education* (DfE) (July 2015).

The school adheres to their main recommendations that:

- the school will provide a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children;
- both boys and girls will know about puberty before the onset of physical changes;
- pupils should learn how a baby is conceived and born before they leave primary school;
- in the early primary school years, education about relationships need to focus on friendship, bullying and the building of self-esteem;
- in meeting these recommendations, the school will implement a graduated, age appropriate programme of sex and relationship education that takes account of the developmental differences of children.

Sex and Relationship Education: a definition

SRE enables pupils to explore their own and others attitudes and values and helps to build self-esteem and confidence to positively view their own sexuality. It supports pupils on their learning journey, from childhood through adolescence into adulthood, guiding them through their emotional, social and physical development.

SRE in conjunction with Personal Social Health and Economic Education (PSHE) will give children and young people essential skills for building positive, respectful and enjoyable relationships and the skills to stay safe both on an offline.

SRE has three main elements:

Attitudes and Values

- learning the importance of values;
- learning the value of:

- family life and its diversity;
- marriage;
- stable and loving relationships;
- the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at age appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

Context

The focus of SRE is to support the emotional development of pupils because feelings and emotions affect the way children think and act. Helping children to recognise and discuss their feelings can help them to become assertive and effective communicators. A broad and balanced PSHE curriculum that includes SRE will provide pupils with the skills to deal with difficult moral and social questions and empower them to live confident, healthy and independent lives.

SRE is not about the promotion of sexual orientation or sexual activity, it teaches pupils to understand human sexuality and to respect themselves and others. It enables pupils to mature, to build up their self-confidence and self-esteem and understanding the reasons for delaying sexual activity.

Aims

The aims of SRE are to:

- equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships;
- support the emotional, moral, cultural, mental and physical development of pupils;
- encourage pupils to feel safe, to talk openly and appropriately;
- enable pupils to manage their emotional and physical changes during puberty.

The SRE Curriculum

The biological elements contained in the National Curriculum's Science programme of study are mandatory for all pupils of primary age (Appendix 1).

SRE is taught mainly through the PSHE curriculum (Appendix 2) and through other subject areas, for example Physical Education contributes to pupils' understanding of their own bodies and how it is changing and developing.

Teaching and Learning

Teachers of SRE agree to work within the school's framework for SRE as outlined in this policy; personal beliefs, values and attitudes will not affect the teaching of SRE. Teachers will establish a safe and supportive environment and will:

- set boundaries for discussion and make clear that everybody understands and avoids prejudice or offensive language;
- set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a mature way;
- use medically correct terms will be used to describe genitalia and sexual parts of the body (e.g. vulva, vagina, penis and testicles);
- explain the meanings of medical terms in a scientific/factual way;
- discuss and challenge examples of sexist, homophobic language and all forms of prejudice;
- establish ground rules about how they would like others to behave in order to learn;
- when appropriate, use distancing techniques such as role play, third person case studies and an anonymous question box when teaching sensitive issues;
- incorporate a range of teaching methods and strategies that encourage interaction, involvement and questioning with pupils working in pairs, groups or as whole class;
- when appropriate, teach in single sex settings.

All staff members who are required to teach SRE will be given the opportunity to have training.

Resources

Resources that support inclusion in terms of the range of people and relationship they portray will be used. The school will endeavour to source a wide range of imaginative resources – scenarios, visual image, 3-D models, stories and video clips – that will aim to enrich SRE and stimulate thought-provoking messages.

As hard as the school will try, individual resources may not meet all the criteria below but the school aims to use resources that promote inclusive SRE:

The school will use resources that:

- are consistent with the values set out in the SRE policy;
- teachers are confident with;
- are factual and up to-date;
- portray positive images of a range of children and young people;
- are contemporary in terms of the realities of our pupil's lives;
- avoid stereotypes relating to gender and sexual orientation;
- show positive role models;
- are appropriate for the age, ability and maturity of our pupils;
- are inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability.

At the end of the SRE programme, pupils will have the opportunity to review the usefulness of the school's resources as part of the end of unit pupil questionnaire for Years 5 and 6 (Appendix 3).

Prior to the commencement of SRE (that is outside the Science curriculum), parents will be offered the opportunity to view the school's resources by letter or by Group Call communication.

Answering difficult questions

It is possible that an individual child may ask an explicit or difficult question in the classroom these questions do not have to be answered directly. Teachers will use their skills and discretion in these situations, they will consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning intention for that class. Teachers should not be drawn into providing more information than is appropriate to the age of the child. Neither a teacher, nor a pupil should be expected to answer a personal question. Teachers can always refer to the PSHE/SEAL and Citizenship leader, Deputy or Head Teacher for advice and support when responding to questions.

Non-age-appropriate questions response:

Teachers may:

- Explain that some questions cannot be answered because they are not age-appropriate;
- Refer pupils to parents/carers to explain (non)age-appropriate questions.

Inclusion

Staff will approach SRE sensitively, knowing that their pupils are all different and have different family groupings. Teachers will encourage boys and girls to explore topics from different viewpoints to help challenge stereotypical misconceptions. SRE lessons will provide a platform for pupils to explore discrimination, prejudice, bullying and aggressive behaviours.

Confidentiality

Teachers will establish boundaries in a sensitive manner, where pupils feel safe and respected with their privacy protected. Staff will not offer unconditional or absolute confidentiality. Teachers have an obligation to pass information on to the child protection lead (Ms Ali) and/or the Head teacher if what is disclosed indicates that a pupil is at risk of harm. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information will be passed on. Visiting speakers when working classrooms are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

For pupils who may not feel confident to ask questions in front of their peers during a SRE lesson, there is a 'Class SRE Question Box' where pupils can write out their question anonymously and if age appropriate the teacher can answer or raise them in the lesson.

Working with parents and carers

The school believes that it is good practice to involve parents in the development of this policy. Working in partnership with parents and carers will help to allay parents and carers fears about the content and purpose of SRE.

Parents and carers have been involved in the consultation process in the development of this policy and the school informs and works with them in the following ways:

- before SRE lessons in Year 5 and Year 6 a letter to parents/carers is sent outlining the content of lessons in preparation for parents/carers for questions that may be asked at home;
- end of year expectations for PSHE which includes the SRE programme of study are available on the school website.
- parents and carers have the opportunity to view SRE resources before content is taught;
- the SRE and PSHE policies are available to download from the school website and hard copies are available from the school office;
- parent governors are involved in the consultation and ratification process of the SRE policy.

Assessment

Formal assessment of SRE will be achieved through the following processes:

- teacher questioning;
- formative assessment during lesson;
- purple folder/skill ladders evaluation;
- annual report to parents;

- topic book evaluation;
- lesson observations.

Informal assessment will be obtained through:

- Pupil/AfL feedback in lessons;
- Pupil questionnaires.

Withdrawal

Section 405 of the Education Act (1996) enables parents and carers to withdraw their children from SRE other than the sex education that is in the National Curriculum (i.e. Science) (Appendix 1).

If parents approach the school to withdraw their child from SRE they will be shown the SRE policy and the National Curriculum biology content. If the parents/carers still decide to withdraw their child then alternative teaching arrangements will be agreed during the meeting. However, SRE topics can arise incidentally in other subjects and it is not possible to withdraw pupils from spontaneous age-appropriate discussions.

If parents do choose to opt out of SRE the school is happy to offer support for parents and if they wish to teach SRE at home; for example the school will offer use of its materials for home teaching.

Safeguarding

Teaching SRE contributes to:

- a better understanding of diversity and inclusion and an understanding of gender based and homophobic prejudice, bullying and violence;
- being alert to signs of pupils being at risk of Female Genital Mutilation (FGM);
- helping pupils keep themselves safe both off-line and on-line.

Links with Other Policies

For specific details about possible related practice refer to the following policies:

- Equalities
- SEN/D
- Safeguarding
- Anti-Bullying (inc. Cyber-bullying)
- E-safety
- Teaching and Learning
- Science
- PSHE

Equal Opportunities and Inclusion

All children whatever their experience, background or identity are entitled to good quality SRE that helps them build a positive sense of self, respect for themselves and each other is central to teaching. The SRE programme of study and teaching approach is inclusive of: difference, ability, disability, ethnicity, culture, age, faith or belief.

Rhodes Avenue complies with its duties under the Equality Act 2010 and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act. The school celebrates diversity and encourages inclusion.

Procedures for policy monitoring and dissemination

This policy is reviewed according to the schedule of policies. All members of staff and governors will receive a copy of this policy. Copies are available to parents on the school website or on request from the school office.

Persons Responsible

Head teacher
Deputy Head teacher
Curriculum Committee
School Council
Parents

Appendix 1 Science Programme of Study

YEAR 1: Animals, including humans

Statutory requirements

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

YEAR 2: Science Programme of Study

Animals, including humans

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

YEAR 3: Science Programme of Study

Animals, including humans

Statutory requirements

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Notes and guidance (non-statutory)

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

YEAR 4: Science Programme of Study

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Notes and guidance (non-statutory)

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Statutory requirements

- recognise that environments can change and that this can sometimes pose dangers to living things.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

YEAR 5: Science Programme of Study

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

YEAR 6: Science Programme of Study

Animals, including humans

Statutory requirements

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Notes and guidance (non-statutory)

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Notes and guidance (non-statutory)

Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research

Notes and guidance (non-statutory)

unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

Evolution and inheritance

Statutory requirements

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Notes and guidance (non-statutory)

Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

Notes and guidance (non-statutory)

Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

Appendix 2

To be added

Appendix 3: Year 5 and Year 6 Pupil Questionnaire

Sex and Relationship Education Pupil Questionnaire					
Year Group:		Date:	Yes	No	I do not know
1	Do you think that the school should teach Sex and Relationships Education (SRE)?				
2	Did you think that the resources helped you understand SRE?				
3	Did SRE confirm what you already knew?				
4	Do you feel that you know more about gender stereotypes				
5	Do you think that you know about all the different types of loving relationships and families?				
6	Do you believe that you will not share what you have learnt in SRE with younger children in school?				
Why do you think that it is important not to share with younger children in school what you have learnt in SRE?					
7	If you were worried about anything that you have learnt in SRE would you know who to talk too?				
8	Did you feel uncomfortable about anything that you were taught in SRE?				
If yes, let us know what made you feel uncomfortable					
9	Do you think that the school could improve its Sex and Relationship Education?				
If your answer is yes explain how.					
10	Do you think that SRE has answered all your questions?				
If you answer is no please let us know what we left out					