

School	Cherry Lane Primary School
Subject Lead	Joanna Powell
Date policy formulated	June 2016
Policy approved by	
Date of next review	

## **Cherry Lane Primary School** **Sex and Relationships Education Policy 2016**



### **Aims and Purposes**

At Cherry Lane we believe that sex and relationships education should be developmental and a foundation for further development in the secondary school.

Sex and Relationships Education will;

- Enable pupils to understand and use correct vocabulary to help improve their communication skills.
- Develop decision-making skills.
- Address concerns and correct misunderstandings, which may have been gathered from peers or the media.
- Encourage the exploration of values and moral issues, consideration of sexuality and personal relationships.
- Help children to protect themselves from unwanted sexual experience.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Make pupils aware of how the law applies to sexual relationships.

### **Objectives**

- Support pupils in;
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - learning the importance of values, individual conscience and moral choices;

- learning the value of family life, stable and loving relationships, and marriage;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;

The school will work towards these aims in partnership with the parents. The aim of the sex and relationships education policy is to clarify the content and manner in which sex and relationships education will be delivered in this school.

### **Principles and Values/ Organisation**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition Cherry Lane Primary school believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **Special Educational Needs/ Inclusion**

All pupils are entitled to have access to the planned programme for sex education, although the content may be amended, depending on the pupils level of maturity or previous experiences. Where appropriate, activities will be differentiated to ensure that children with different physical, cognitive and/or social abilities can still access the learning objectives.

## **Equal Opportunities**

The objectives contained within the planned programme will be taught to all pupils, irrespective of race, culture, religious diversity, gender and disability. Where necessary, activities may be differentiated so as to take a special account of such a group. For example, where possible children will be taught in mixed gender groups, however there may be times when boys and girls will be split so that different issues can be discussed in greater detail.

The only exception to the above would be if a parent indicates a wish to withdraw their child from the planned programme, under section 241 of the 1993 Education Act, because of personal, cultural or religious reason. In this instance we require parents to inform us in writing.

The sex education policy will provide progression and reinforcement in learning. Any planned activities will relate to the aims stated in this policy and to the non-statutory guidelines of the National Curriculum. The Sex and Relationship Education aims are stated through the KS2 Programme of study.

Content		
Nursery/Reception.	Year One	Year Two
<p>Life Cycles.</p> <ul style="list-style-type: none"> <li>• Growing older.</li> <li>• Babies, changes.</li> </ul> <p>SRE</p> <ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Relationships</li> </ul>	<p>Caring for your body</p> <p>SRE</p> <ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Choices to improve health and hygiene</li> <li>• Naming the parts of the body</li> </ul> <p>SRE</p> <ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Growing independence</li> <li>• Understanding the changes</li> <li>• Relationships and responsibility</li> <li>• Being with special people e.g. family, playing with best friends, being cared for, being loved, loving and caring for other people, pets, having fun.</li> <li>• What makes me feel good about myself</li> </ul>

Programme of Study For Sex and Relationship Education. K.S.2.

Year Three	Year Four.
<p>SRE</p> <p>Living and Growing resource</p> <p>1 DIFFERENCES</p> <p>2 HOW DID I GET HERE</p>	<p>SRE</p> <p>Living and Growing resource</p> <p>3 GROWING UP</p> <p>4 CHANGES</p>
Year Five.	Year Six.
<p>SRE</p> <p>Living and Growing resource</p> <p>4 CHANGES</p> <p>5 GIRL TALK</p> <p>6 BOY TALK</p>	<p>SRE</p> <p>Living and Growing resource</p> <p>5 GIRL TALK</p> <p>5 BOY TALK</p> <p>7 HOW ARE BABIES BORN</p> <p>8 HOW BABIES ARE MADE</p>

## **Cross Curricular Skill and Links**

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships. The Science National Curriculum is more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year.

The main elements of study for KS2 will be based on the Channel 4 programme 'Living and Growing.' Parents are invited to view and discuss the content prior to the children's' viewing.

Schemes of work, resources and teaching materials will be available for parents and carers to view, prior to any planned sex education experiences, wherever possible. Staff at Cherry Lane are committed to a home-school partnership and aim to keep parents fully informed about their children's learning needs and achievements.

Support is offered within the year team or from the PSHE co-ordinator who will help with planning or delivery of lessons if required.

Under section 21 of the 1993 Education Act, parents may chose to withdraw their child from part or all of the planned sex education programme not contained in the National Curriculum. Parents indicating a wish to do so will be invited into school to discuss the matter with the class teacher and/or a member of the Senior Management team, before specifying parts of the programme from which they wish to withdraw their child.

Other school policies which have relevance to sex and relationships education are:

- PSHE/Citizenship
- Equal Opportunities
- Child Protection
- Behaviour/Anti-bullying
- Teaching and Learning
- Special Needs

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually, at another time or pupils may be persuaded to speak to a

parent or advised of outside agencies that could support them where appropriate.

**\*staff will be guided by the aims of this policy when responding in such a situation.**

In these instances teachers will use their professional judgment to respond honestly to children's questions, in an appropriate manner and at an appropriate time. Associate members of staff will be made aware of the policy, will use their judgment to responding to issues and will refer to the class teacher or member of the Senior Management team where appropriate.

Activities outside school (e.g. residential trips, day visits, fieldwork or after school clubs etc.) are organized by staff to enrich the pupils' learning experiences. To ensure a consistent approach throughout, all activities of this nature are subject to this policy on sex education.

Staff should not promise confidentiality to pupils, but neither are they obliged to break it. If they suspect that any pupil is at risk from engaging in any unlawful sexual activity then the agreed Child Protection procedures (produced by Hillingdon Local Authority) must be followed.

### **Assessment and Record keeping**

All activities in the planned programme for sex education are subject to the policy for Assessment and Record keeping.

### **Monitoring**

The PSHE Coordinator will oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. Training needs are assessed and a programme implemented where appropriate.

### **Evaluation and Review**

Governors will take a strategic overview of the policy review cycle as scheduled by the curriculum sub-committee. As part of the monitoring process the Governors will receive updated information from the Head, Curriculum Coordinator and nominated Curriculum governor.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.