

# Sex and Relationship Policy

## Hill View Primary



**Policy Approved by Governors**

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| <b>Version: 2</b>                      | <b>Date: September 2017</b> |
| <b>Approved by Board of Governors:</b> | <b>Date: November 2017</b>  |
| <b>Next Review Date:</b>               | <b>September 2020</b>       |
| <b>Written by:</b>                     | <b>Headteacher</b>          |



# Reach for the stars.

## Hill View Primary School

The governing body's key roles are:-  
To provide a strategic view  
To support and challenge  
To ensure accountability

### SEX AND RELATIONSHIP EDUCATION POLICY

#### PRINCIPLE

We believe that Sex and Relationship Education (SRE) should be appropriately set for the age and maturity of the pupils, and firmly rooted in the framework for Personal, Social, and Health Education (PSHE) framework and the Science National Curriculum.

*“Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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 activity – this would be inappropriate teaching”.*

*(Department for Children, School and Families)*

SRE is firmly embedded in our PSHE programme and will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We acknowledge the diversity of family background, home experiences and situations. All children and their families have a right to privacy, respect and acceptance and our approach will be non-judgemental and respectful. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

#### AIMS

We aim to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships and using scientific vocabulary to describe their bodies.

Sex and Relationship Education for 4-7 year olds will focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise how their bodies change
- cope with change
- develop healthy, safe lifestyles
- recognise and communicate their feelings
- form friendships and relationships
- respect the differences between people
- name parts of their bodies and describe how their bodies work, in accordance with the National Curriculum Science for Key Stage One.

Sex and Relationship Education for 7-11 year olds will focus on developing confidence and responsibility by learning:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions,

- about love and loss
- about self- image
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- and developing confidence in talking, listening and thinking about feelings and relationships
- how to take care of themselves and others
- how to keep safe when using technology - communication
- the significance of stable relationships within the family, community and society
- the name parts of the body and are able to describe; how their bodies work.

### **Required content as set down in the National Curriculum for Science.**

At Key Stage 1 (5 to 7 years)

- Pupils should be taught that animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should recognise and name the main external parts of the human body.
- Children should learn that humans can produce offspring and these grow into adults.
- Children should recognise similarities and differences between themselves and others and treat others with sensitivity.

At Key Stage 2 (7 to 11 years)

- Children should be taught that there are life processes including nutrition, movement, growth and reproduction which are common to humans.
- Children should be taught the main stages of the human life cycle.

### **RESPONDING TO PUPILS' QUESTIONS**

Teachers will determine what is an age inappropriate question, as a basic guide, an age inappropriate question is one where the answer is not found within the SRE curriculum for the year which the child is in. Teachers will answer questions from children, the majority of which will fall into one of the three following headings:

1. 'Silly questions' Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate
2. 'Concerning questions' these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions'. The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Within school, clear parameters of what is appropriate and inappropriate to answer as a question is within the PHSE scheme of work.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children
- clarify that personal questions should not be asked

- clarify that children should not give out personal information in class but speak to someone they trust after the lesson, e.g.: school nurse, teacher.

If a teacher doesn't know the answer this should be acknowledged and clarification will be sought.

## **ENTITLEMENT**

All children will have equal access to sexual health information regardless of age, race, disability, gender, sexual orientation or religion. However, any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex education in school other than sex education contained within the national curriculum.

## **EDUCATION ACT 1996 (SECTION 405):**

*If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.*

An overview of the curriculum for SRE is attached as Appendix 1 to this policy. The main aspects of sex education will be taught in the second part of the summer term each academic year. The attached overview of the curriculum for SRE is attached as Appendix 1 to this policy and will enable parents to make an informed decision. We will also hold an annual meeting for parents of KS2 children to give them the opportunity to come in to school and view the lesson materials if they wish to.

## **IMPLEMENTATION**

Class teachers are responsible for their own class organisation and teaching style in relation to SRE, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. There are some aspects of the curriculum, particularly around puberty, that may be taught in same sex groupings by a teacher of the same gender.

## **RESOURCES**

The SRE programme is an integral part of the JIGSAW scheme of work which is used throughout the school.

## **REVIEW**

The Headteacher and staff will review this policy and evaluate the teaching of SRE on an annual basis, any changes will be brought to the attention of the Governing Body.

**Responsible** - PSHE leaders  
**Reviewed** – May 2014, Sept 2017

**Review** – May 2020  
**Changed (Y/N)** - Yes