

Bryn Offa CE Primary School

Sex and Relationships Education Policy

(Updated Autumn 2017)

Introduction

We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000), the policy statement (March 2017) and the Shropshire Respect Yourself Curriculum.

In this document, sex and relationship education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

The outline of what we teach the children at particular ages are detailed on the next few pages:

Ages 3 to 6

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

Who is in my family?

How are other families similar or different to mine?

What does my family do for me?

What do I like about my friend?

What does my friend like about me?

What can other people do to make me feel good?

Who do I look after?

Why shouldn't I tease other people?

My body

Why are girls' and boys' bodies different?

What do we call the different parts of girls' and boys' bodies?

Life cycles

Where do babies come from?

How much have I changed since I was a baby?

How are other children similar and different to me?

Keeping safe & looking after myself

Which parts of my body are private?

When is it OK to let someone touch me?

How can I say 'no' if I don't want someone to touch me?

Who should I tell if someone wants to touch my private parts?

People who help me

Who can I ask if I need to know something?

Who can I go to if I am worried about something?

Ages 7 to 8 Year Old

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

How have my relationships changed as I have grown up?

Why do friendships change?

How can I be a good friend?

Why can it be fun to have a friend who is different to me?

What are some of the bad ways people can behave towards one another?

How do I know when I am being bullied?

What do I do if I am being bullied?

How can I make up with my friend when we have fallen out?

Why are some parents married and some not?

My body

How has my body changed since I was a baby?

Why is my body changing?

Why are some children growing quicker than others?

Why are some girls in my class taller than the boys? How do girls and boys grow differently?

Why are we all different? Is it ok to be different?

What are similarities and differences between boys and girls?

Should boys and girls behave differently?

Feelings

What makes me feel good?

What makes me feel bad?

How do I know how other people are feeling?

Why are my feelings changing as I get older?

How do I feel about growing up and changing?

How can I cope with strong feelings?

Life cycles

Why does having a baby need a male and a female?

What are eggs and sperm?

How do different animals have babies?

How do different animals look after their babies before and after birth?

What happens when people get older?

Keeping safe & looking after myself

What are good habits for looking after my growing body?

What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?

When is it good or bad to keep secrets?

People who help me

Who can I talk to if I feel anxious or unhappy?

Where can I find information about growing up?

Ages 9 to 10 Years Old

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

What are the important relationships in my life now?
What is love? How do we show love to one another?
Can people of the same sex love one another? Is this ok?
What are the different kinds of families and partnerships?
What do the words 'lesbian' and 'gay' mean?
Why does calling someone 'gay' count as bullying?
What should I do if someone is being bullied or abused?
Are boys and girls expected to behave differently in relationships? Why?
Can some relationships be harmful?
Why are families important for having babies and bringing them up?

My body

What is puberty?
Does everyone go through it? At what age?
What body changes do boys and girls go through at puberty?
Why are some girls 'tomboys' and some boys a bit 'girly'?
Is my body normal? What is a 'normal' body?
How will my body change as I get older?

Feelings and attitudes

What kinds of feelings come with puberty?
What are sexual feelings?
What are wet dreams?
What is masturbation? Is it normal?
How can I cope with these different feelings and mood swings?

How can I say 'no' to someone without hurting their feelings?
What should I do if my family or friends don't see things the way I do?
What do families from other cultures and religions think about growing up?
Can I believe everything I see on the TV about perfect bodies, relationship, girls and boys....to be true?

Lifecycles/ human reproduction

What is sex?
What is sexual intercourse?
How many sperm does a man produce?
How many eggs does a woman have?
How do sperm reach the egg to make a baby?
Does conception always occur or can it be prevented?
How do families with same-sex parents have babies?
How does the baby develop?
How is the baby born?
What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

How can I look after my body now I am going through puberty?
How can girls manage periods (menstruation)?
How can people get diseases from sex and can they be prevented?
What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

Who can I talk to if I want help or advice?
Where can I find information about puberty and sex?
How can I find reliable information about these things safely on the internet?

Respect Yourself Curriculum Overview

RSE Lesson Overview					
	Year 1	Year 2	Year 3	Year 4	Year 5
Choices & Challenges Exercises	KS1 Car wash touching Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
Changes Lessons	L1 Amazing Me L2 Same but Different L3 Animals & their Babies	L4 I can do L5 Being Safe	L1 Growing Up L2 Changes L3 Fact and Fiction	L1 Life cycle L2 Keeping Safe Knowing Our Bodies L3 Periods	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth
Care & Commitment Lessons	KS1 Hygiene		KS2 Friendship	Year 4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating	

Context

We teach sex and relationships education in the context of the school's aims and values. In our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage / stable relationships and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships based upon trust and respect;
- children need to learn the importance of self-control.

Equal Opportunities

At Bryn Offa CE School the notion of equality of opportunity is highly valued. The sex and relationships education curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to gender roles and stereotyping.

Account is taken of the following equality issues:

- sex
- race and culture
- disability
- ability e.g. differentiation
- religion
- sexual orientation

Sex and relationships education may also help to counteract certain assumptions and influences in society such as:

- females being more passive than males;
- women always being the homemaker;
- men always working as the "breadwinner"
- males being aggressive and dominant.

Organisation

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it, providing reassurance that changes are part of life's cycle.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the National Curriculum for Science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We provide the opportunity for all parents and carers of children in Years 5 and 6 to discuss this particular programme of lessons. We are happy to explain what the issues are and how they are taught, and to show them the materials the school uses in its teaching, should they wish to preview them.

Use and Abuse of Technology

It has become increasingly common for children to be exposed to sexual images and actions through their use of technology. The technology curriculum at Bryn Offa covers the following concepts for Key Stage 2:

- What to do in the event of seeing an inappropriate image, sound or text
- How people can misrepresent themselves online
- How to ensure online safety

The Role of Parents

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationships education policy and practice;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in accordance with the Child Protection Policy.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Policy and Procedures Committee of the governing body monitors our sex education policy every three years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

Policy Reviewed – Autumn 2017
Next Review Due – Autumn 2020