

EPISKOPI PRIMARY SCHOOL SEX & RELATIONSHIP EDUCATION POLICY



The sex education programme is set within the context of a caring family. It teaches not only an understanding of reproduction but also the relationships and personal development of human beings. An awareness of cultural diversity is important. The Department for Education (DfE) Sex and Relationship Education Guidance (July 2000) recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

Our aim is to give children a clear understanding of the emotional and physical changes taking place as they reach puberty. We will also give them the opportunity to ask questions about the subject which will be answered by the professionals leading their lesson.

"Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives - and can also contribute to reducing teenage pregnancy..." (National Children's Bureau, 2006).

We deliver SRE at Episkopi Primary School Sex and relationships education through the PSHE (Personal, Social and Health Education) framework.

Sex and Relationships Education within Personal, Social and Health Education (PHSE) for Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
 - preparing to play an active role as citizens;
 - developing a healthier, safer lifestyle;
 - developing good relationships and respecting differences between people.

"SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings" (Sex Education Forum 1999)".

Sex and Relationships Education will contribute to the PSHE curriculum by ensuring that all children develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help and support.

It is tailored to the age and physical and emotional maturity of the children. It also ensures that both boys and girls know about puberty and how a baby is conceived - as set out in the Key Stages 1 and 2 of the Science national curriculum. All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. In the early years, education about relationships focuses on friendship, bullying and building on self-esteem.

Safeguarding and Confidentiality

Teachers conduct sex education in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates they may have been a victim of abuse. They will not try to investigate but will immediately inform the Safeguarding Coordinator about their concerns. Staff should always follow the safeguarding guidelines to observe, record and refer all safeguarding issues. The Safeguarding Coordinator will then deal with the matter in consultation with health care professionals, including Social Services.

Who teaches SRE?

The class teachers lead the teaching of SRE with their class group. We encourage other valued members of the community to work with us, in particular, members of the Medical Centre, such as the School Nurse, to work with us to provide advice and support to the children with regard to PSHE. We also encourage them to recommend suitable teaching materials to use with our children.

How is SRE taught?

1. Ground rules:

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion

Only the correct names for body parts will be used

Meanings of words will be explained in a sensible and factual way

2. Distancing Techniques:

Teachers will avoid embarrassment and protect children's' privacy by always de-personalising discussions. For example, role play will be used to help children 'act out' situations about fictitious characters. Case studies with invented characters, appropriate videos and visits to theatre-in-education groups will all help pupils discuss sensitive issues and develop their decision making skills in a safe environment.

3. Dealing with questions:

Teachers will establish clear parameters of what is appropriate and

inappropriate in a whole class setting. Below are guidelines the school encourages:

(a) If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the school nurse, helpline, or an outside agency or service.

(b) If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.

(c) If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis.

To maintain trust and respect, the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

What is taught and when?

Foundation

- The correct names for basic external body parts (not euphemisms)
- The basic life cycle of living things
- 'Good' touches and 'bad' touches - appropriate physical behaviour.

Year One & Two

- The correct names for external body parts (not euphemisms)
- The life cycle of living things
- Fertilisation in plants
- The importance of loving, caring relationships, including cuddling and kissing.

Year Three & Four

- 'Good' touches and 'bad' touches - appropriate physical behaviour

Year Five

- Personal Safety including relationships, peer pressure and growing up

Year Six

- Physical changes during puberty
- Personal hygiene during puberty
- Feelings during puberty
- Menstruation
- Attraction and crushes
- Fertilisation in humans

Channel 4 'Living and growing' DVDs are used to support the teaching of puberty, sexual reproduction and having babies.

The children in Key Stage 2 will be taught by their class teachers, who know them very well. The opportunity for individuals or small groups of children to discuss issues of concern with their teacher or the school nurse will be made available.

We answer all children's questions sensitively but straightforwardly and children are encouraged to discuss issues with their parents.

A question box is set up in Year Six during sex education lessons whereby the children can ask private or individual questions.

Understanding human growth and reproduction is taught to all children through the national curriculum. Parents are welcome to preview any professionally produced materials that are planned for use.

"SRE is lifelong learning about physical, emotional and moral development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity..." (DfE 2000)

Monitoring and Evaluation

It is the responsibility of the School Governance Committee (SGC) under the guidance of the Headteacher to ensure that staff and parents are

informed of the Sex and Relationships Education Policy. There is now a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- learn the nature of marriage and its importance for family life and how children are raised
- are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the SGC, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation of the policy.

This policy will be reviewed on a four-year rolling programme or in light of any new legislation or guidance,

Equal Opportunities and Inclusion

All children, no matter what their barriers to learning, are entitled to SRE. The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of our children. We will consult with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use are regularly reviewed in cooperation with members of the Medical Centre to ensure their suitability.

The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate. In Year Six, children will also have the opportunity to be taught in single sex groups with the same gender teacher.

Parents and Carers

Parents and carers have an especially important role to play in SRE. They need to feel confident that our programme complements and supports their role.

To enable this, an information session for parents will be held to discuss the SRE programme. Teaching resources will be shown and opportunities will be given for discussion and questions. In Year Six parents are informed by letter when the sex education will take place and are given the opportunity to borrow the 'Living and Growing' DVDs.

Parents and carers who have concerns about our SRE programme are encouraged to talk to their child's class teacher or the Headteacher/Deputy to discuss the programme in detail.

Parents and carers have the right to withdraw their children from all or part of a school's SRE programme, except those parts covered by the compulsory national curriculum in Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the PSHE Subject Leader or the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. Once the school has a written request for such an exemption, and the parent/carer has discussed the issues, the school will then seek to meet the needs of the parents in this regard.

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