

# **Lord Deramore's VC Primary School** **Relationships & Sex Education Policy**

**Date of policy:** December 2014

**Date of review:** July 2018

**Person Responsible:** James Rourke

## **Description of School/ Background Information.**

Lord Deramore's is a mixed primary school catering for children from 4 to 11 years. Pupils come from largely professional and educational backgrounds and many travel to us each day from outside the catchment area. At present, we have one class per year group. 15% of pupils are on a register for Special Educational Needs (SEN). Due to our close proximity to both the University of York and Fulford Army Barracks, 20% of our pupils come from overseas, many of them speaking English as an Additional Language (EAL). Within our school community, five faiths are represented, each with differing attitudes to Sex and Relationships Education (SRE). The school is aware of the varied cultural and religious backgrounds of its pupils and how this may affect attitudes to sexual matters.

As a fundamental assumption the school sees sexual matters as aspects of our essential humanity and therefore encourages open, informative and accurate responses to pupils' questions and comments at an appropriate level. It discourages stereotyping of sexual attitudes and roles and all forms of sexual discrimination.

The school stresses the importance of individual self-esteem and of mutual respect and lasting trust as the necessary bases for security in sexual development and understanding.

This policy was developed and agreed in consultation with governors, senior management team, all staff, teaching and non-teaching, parents, pupils and other relevant outside agencies, e.g. PSHE Consultant and school nurses. This policy has obvious links with other school policies and reference to which policies will be identified.

This policy reflects national aims and priorities including DfES 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance, SRE OFSTED section 10 of schools inspection act 1996.

## **Roles and Responsibilities**

### **Governors**

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the schools policy for SRE, refer to DfES guidance 0116/2000. They will continue their involvement through regular evaluation of it. The Governors of Lord Deramore's School willingly accept the responsibilities delegated to them by the government in producing a written statement for parents.

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## **Senior Leadership Team**

Senior Management Team takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, LA and appropriate outside agencies.

The Headteacher has appointed a PSHE Co-ordinator who will work with, and attend senior management meetings, as and when required.

## **PSHE Co-ordinator**

The Co-ordinator together with the senior leadership team has a general responsibility for supporting other members of staff in the implementation of this policy. They are responsible for identifying and providing good quality resources and in-service training. The PSHE Co-ordinator will provide a lead in the dissemination of information relating to Sex and Relationship Education. This forms part of the job description and they have access to relevant senior management team meetings.

## **Parents/carers**

Parents/carers are encouraged to support the schools Sex and Relationship Education programme and have access to this policy. The schools plays its part in ensuring that all parent groups are kept up to date in developments in SRE including the content and organisation of the Sex and Relationship Education programme. An annual parents meeting is held with the teachers involved where parents are invited to inspect and borrow video resources. Parents/carers have the right to withdraw children from the programme and should be informed of the procedure for making complaints. The school works with Muslim families to support them in selecting specific lessons and/or materials that may or may not be suitable for their children.

## **Pupils**

Pupils have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support. They will be actively consulted about their Sex and Relationship Education needs and their views will be central to developing the provision.

## **All Staff**

All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Staff involved in SRE have opportunities for relevant training. Each year's delivery of SRE is discussed and evaluated during staff meetings and relevant changes are discussed and planned for implementation the following year.

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## **SECTION 1**

### **Equal Opportunities Statement**

Sex and Relationship Education will be provided to all pupils with consideration of any particular needs (see Equal Opportunities Policy) responding to the diversity of children's cultures, faiths and family backgrounds.

### **Aims and objectives of the policy**

Sex and Relationship Education should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfES, SRE Guidance 2000).

It is about the understanding of the importance of family values, 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.

The main aims of our Sex and Relationships Education are to:

- Enable each pupil to develop confidence and self esteem.
- Provide accurate information and correct any misunderstandings.

And for pupils to:

- Understand the value of respect, love and care
- Learn the importance of values and (within the context of this policy) moral choices
- Understand that our bodies change as we grow from infants to adults
- Learn about physical changes to their bodies at puberty
- Learn about the human reproductive cycle
- Learn about social and emotional changes that are part of growing up
- Understand the nature and importance of marriage for family life and bringing up children but also that there are strong and mutually supportive relationships outside marriage
- Learn that there are appropriate responses to behaviour in relationships

### **Moral Values Framework**

As a school, Lord Deramore's believes:

- All pupils have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others.

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- Sex and Relationship Education should be delivered in the context of family life and with regard to the religious beliefs identified earlier
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Sex and Relationship Education is a whole school issue.

Pupils will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports pupils' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Sex and Relationship Education is relevant and necessary for our pupils.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

### **Schools provision for Sex and Relationship Education in line with statutory and non-statutory guidance.**

Sex and Relationship Education should be supported by a schools wider curriculum for personal, social and health education.

The National Curriculum Science order states that:

#### **Key Stage 1**

1. b) animals including humans, move, feed, grow, use their senses and reproduce.
2. a) pupils should be able to recognise and compare the main external parts of the bodies of humans.
  2. f) humans and animals can produce offspring and these grow into adults.

#### **Key Stage 2**

1. a) the life processes common to humans and other animals include nutrition, growth and reproduction.
2. b) the main stages of the human life cycle.

With the implementation of Every Child Matters and the Children's Act 2004, there will be a new OFSTED framework that will put more emphasis on the non- statutory PSHE curriculum.

#### **PSHE & Citizenship**

At Key stage 1 and 2 pupils should be able to develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to name parts of the body and describe how their bodies work including being able to protect themselves and asking for help and support. At Key stage 2 pupils should be prepared for puberty.

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## Provision from School Nurses

In addition to lessons, school nurses also deliver aspects of the PSHE curriculum. This will involve the physical and emotional development of puberty and human hygiene.

## **Schools provision for Sex and Relationship Education in line with statutory and non-statutory guidance.**

Sex and Relationship Education should be supported by a schools wider curriculum for personal, social and health education.

### **Statement of ground rules to be used in lessons**

*(This should also be contained in any policies relating to the teaching of PSHE, including sex and relationship education and drug education)*

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE and Circle time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHE lesson and Circle time, pupils are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the pupils at the beginning of Circle time.

Ground rules:

- listen to each other
- ask questions and let others take turns
- we can laugh with each other, but not at each other
- use the correct body part names

### **Teaching programme, strategies and resources**

Sex and Relationship Education is delivered through our health education programme and Personal Social Health and Citizenship Education.

It is delivered by class teachers and visitors in whole class or group situations, using a variety of teaching and learning strategies.

It is also taught within other curriculum areas e.g. Science, RE, National Health Events.

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In Year 6 the school provides clear guidance in a sex education week on physical body changes at puberty, social and emotional needs at puberty, conception and how a baby is born.

In Year 5 the school provides information on bodily changes and the development of a baby from conception through childhood.

In Years 3 and 4 the school provides opportunities through cross-curricular links to discuss life cycles of living things and growth from baby to adult. (For Year 4 this will include the differences between males and females and the growth of the foetus during pregnancy.)

Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground rules in line with the school's confidentiality policy and schools agreed ground rules. If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any such disclosure should be reported to the Headteacher, Deputy Headteacher or the Child Protection Officer.

See also LA document guidance for schools and health professionals to support Sex and Relationship Education policies and procedures.

Teaching programmes reflect pupils' knowledge and understanding of Sex and Relationship issues appropriate to their age and needs.

### **Resources**

All resources for Sex and Relationship Education are kept in the resource area at the top of the Year 6 staircase. 'The Living and Growing' resources were purchased after careful consideration and evaluation of the materials in line with national guidelines and the aims of this policy.

### **Answering difficult questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

### **Confidentiality**

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee pupils unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the Headteacher of any disclosures unless the Headteacher has specifically requested them to do so. Teachers follow the set procedure if a child under the age of 16 is having or

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contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

## **Child Abuse and Protection Procedures**

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the Headteacher and/or the designated Child Protection person. Consultations and/or referrals will be carried out in accordance with guidance given in the school Safeguarding Policy.

## **Use of Visitors**

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Sex and Relationship Education Policy. It is the schools responsibility to ensure that all visitors are made aware of the schools Sex and Relationship Education Policy.

## **Section 2**

### **Implementation of the policy**

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Headteacher for all other persons who come into contact with the pupils. A copy of this policy (or relevant extracts are published in the School Prospectus, Governor, Staff and Pupil Handbooks).

Date of Implementation month and year: October 2008

### **Monitoring and evaluating the policy**

This policy will be reviewed every year by the lead Governor, Headteacher, Pupils, the governing body, PSHE co-ordinator and relevant outside organisations (e.g. PSHE Consultant). This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors. Evaluation tools include discussion groups, feedback from external inspection and formal testing procedures.



Approved by FGB

Meeting Date July 2018

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