



Holywell Village First School

Sex and Relationships Education Policy

Introduction

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of sex and relationship education (SRE) is to help and support young people through their physical, emotional and moral development.

Overall Aim

As a school we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of reproduction. In this school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is the policy of the governing body of Holywell Village First School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed, (unless this course of action would be detrimental to the welfare of the pupil concerned-in this instance child protection procedures will be followed). Pupils questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

The Statutory Provisions

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationship

education during their time at school. The school's governing body has overall responsibility and they must have an up to date, written policy which must be available to parents.

Roles and Responsibilities

- **Governors**

As mentioned above plus continued involvement through policy evaluation. A member of the governing body will be named as part of their role as link governor for PSHE (Personal Social and Health Education).

- **Head Teacher**

Is responsible for the implementation of the policy and liaising with the governing body, LEA, parents and other appropriate agencies.

- **Personal, Social, Health Education and Citizenship Co-Ordinator**

The co-ordinator, together with the Head Teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to SRE.

- **Parents**

The school recognises that the parents/carers are **key figures** in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's SRE and have access to this policy

- **All Staff**

SRE is a whole school issue. All staff both teaching and non-teaching should be aware of this policy and how it relates to them.

What is sex and relationships education?

The purpose of SRE is to provide knowledge about loving relationships, the nature of sexuality and the process of reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The SRE programme will benefit children, school and society. It also relates to a participation in the NHSP initiative.

SRE has three main elements:

1. **Attitudes and values**

- . learning the importance of values and individual conscience and moral considerations;
- . learning the values of family life, marriage and stable and loving relationships for the nurture of children;
- . learning the value of respect, love and care;
- . exploring, considering and understanding moral dilemmas;
- . developing critical thinking as part of decision making.

Personal and social skills

- . learning to manage emotions and relationships confidently and sensitively;
- . developing self-respect and empathy for others;
- . learning to make choices based on an understanding of difference and with an absence of prejudice;
- . developing an appreciation of the consequences of choices made;
- . managing conflict; and
- . learning to recognise and avoid exploitation and abuse.

Knowledge and understanding

- . learning and understanding physical development at appropriate stages;
- . understanding reproduction, health, emotions and relationships in preparation for upper Key Stage 2 where they will learn about human sexuality and human reproduction.

Where, When and How?

SRE can be found within the PSHE scheme of work/long term planning grid under the heading of 'Me and My Relationships' (this includes the use of a SRE resource 'Lucinda and Godfrey' which is a progressive scheme spiralling from Reception through to Year 4) as well as within the 'Biological aspects of N.C Science'. Most of the time SRE will be delivered within the weekly whole class lesson of PSHE, in the children's own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE co-ordinator.

Please note that the SRE should be fully integrated in the schools curriculum and not be isolated and taken out of context or over emphasised.

Parental Right of Withdrawal

Parents have the right to withdraw their children from all / parts of the SRE programme provided at school except for those parts included in the statutory N.C. Science curriculum. The DFE can offer school a standard pack of information for parents who do choose to withdraw their child from SRE.

Main Themes

The school bases its work in PSHE around 4 themes that are developed throughout Key Stage One and Key Stage Two:

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

In **Science** the curriculum is planned to enable children to meet a number of key learning objectives:

Foundation Stage

Personal, Social and Emotional area of learning in Development Matters addresses the early skills required in 'Making Relationships' strand. Topic themes that will encompass early relationship education and understanding of life processes include:

- ourselves
- life cycles
- baby animals

Year 1

Programme of Study (statutory)	Notes and Guidenace
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2

Programme of Study (statutory)	Notes and Guidenace
▪ notice that animals, including humans, have offspring which grow into adults	Pupils should be introduced to the basic needs of animals for survival, as well as

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.
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Year 3

Programme of Study (statutory)	Notes and Guidenace
There are no specific statements relating to human biology in the Year 3 Science Programme of Study	na

Year 4

Programme of Study (statutory)	Notes and Guidenace
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p> <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>

Key Outcomes

The key outcomes of our SRE policy are in accordance with the guidance offered by DCFS Guidance document 1116/2000.

- . 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, and
- . are prepared for puberty.

Specific Issues

- **Child Protection**

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that the children may bring fears or worries into the classroom that affect SRE and need to develop an understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a child protection issue.

- **Confidentially**

If a member of staff, (teaching or non-teaching), suspects there to be child protection (C.P.) issues involving a child or is faced with a disclosure then s/he has a duty to pass this information on to the designated C.P. member of staff, and use the procedures set out in the schools C.P. policy. Staff need to make pupils aware they can not legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

The named people at Holywell Village First School are the Head Teacher – Mrs. S. Brett and the Deputy Head Teacher – Mrs. Samantha Endacott.

- **Health Professionals**

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall SRE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering SRE, programmes are expected to work within the schools SRE policy and at the instruction of the Head Teacher.

However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

- **Puberty**

At Holywell Village First School we will respond to individual needs, should the case arise, in consultation with parents.

- **Menstruation**

Early commencement of menstruation will be dealt with on an individual basis, in consultation with the parents.

- **Middle school liaison**

Holywell Village First School will liaise with Whytrig Middle School as necessary.

- **Dissemination and implementation**

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the head teacher. This policy should be read in conjunction with the school's LGBTIQ Policy.

Date of Implementation: 2ND May 2019

Review Date: (2 years from implementation)

Author: _____ Head Teacher (in consultation with National Statutory Guidance.)

Signed: _____ (Head Teacher)

_____ (Coordinator)

_____ (Chair of Governors)

PLEASE NOTE: NEW LEGISLATION FROM SEPTEMBER 2020 – NEW POLICY WILL BE PRESENTED SUMMER 2020.