



# *Sex and Relationships Policy*

*Autumn 2017*

*Review Date: Autumn 2019*

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Chair of Governors

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Date

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Head Teacher

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Date

## Featherstone Wood Primary School

### **Aims:**

The aim of this policy is to provide an outline of sex and relationship education to ensure lifelong learning begins early enough in childhood so that our children may make responsible choices for themselves. From the learning that takes place we hope that children will have an understanding of themselves as individuals, both physically and emotionally, and respect for others.

This policy also provides guidance for a range of other stakeholders in our school community, these include:

- Teachers to plan a balanced curriculum around sex and relationship education (SRE)
- Parents to view the School's curriculum on offer and to gain a better understanding of its values
- Health professionals to know the values, objectives, agreed methodology and boundaries for working with young people at Featherstone Wood
- Partner schools so they may gain knowledge of Featherstone Wood's approach to SRE so that aspects such as transition can be planned for as children move from primary to secondary education.

### **Confidentiality and safeguarding:**

SRE in school must be dealt with sensitively and be well thought out before delivery, taking into account the diverse nature of the community we serve. With this in mind, we know that children in our locality can experience situations which make them vulnerable which we in school must be prepared for. Through SRE education staff and visitors could possibly be alerted to a situation where a child must be protected from further harm. In such circumstances all staff and visitors should be vigilant in dealing with such circumstances and follow the School's safeguarding policy and the training they have received. This of course means no child can be promised total confidentiality if they are at risk of harm and the adult concerned needs to involve the School's DSP, currently the Head, three Assistant Heads and EY Team Leader.

### **Parental Right to Withdraw from SRE:**

SRE is statutory in primary schools and forms part of a child's education throughout their time at Featherstone Wood. The Leadership Team, including the School Governing Body, has a duty to ensure health and wellbeing are promoted and that children are prepared for later life. Having said this, Parents do have the right to withdraw their children from SRE in school and so a copy of this policy may guide them at home on the SRE they wish to provide for their child. Featherstone Wood School can offer guidance and support and any support materials and resources parents may wish to borrow to educate their child in SRE.

## **EYFS**

The journey around SRE begins in EYFS – know we grow older and that a mummy and daddy have a baby. Children will begin to gain an understanding of their bodies and be able to name their arms, legs, fingers and head for example. Some children will go on to know about some simple human physiology such as knowing we have a heart or blood inside us.

Adults will sensitively develop children's understanding and knowledge around the relationships people have – mum and dad, pupil and teacher, friend at school etc. Conversations, circle times and role play will help to develop the children's understanding of relationships.

## **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Year 1: Children in the summer term will learn about life cycles of animals and which relationships are good relationships to form. Children will also notice that at this age there are very few noticeable differences, other than girls tend to grow their hair long in our culture, and the sort of gendered clothing boys and girls wear. Children will watch the Channel 4 DVD extract Differences.

Year 2: Children in the summer term will learn about the parts of the body and the correct terminology, including penis and vagina and be able to identify these on a diagram of a boy and a girl. Children will learn about how to stay clean and the importance of brushing our teeth.

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## Featherstone Wood Primary School

Year 3: Children will learn about how to stay safe and build on their knowledge of relationships. There will be an emphasis on ensuring the children know what the correct boundaries are that are associated with each type of relationship. For example: 'I would tell my mum I love her but I wouldn't say I loved an adult in school.'

Children will also learn from the Channel 4 DVD extract 'How did I Get Here?' and discuss how the children feel about this new learning. Children will have the opportunity to ask questions in school and adults will clear up misconceptions with care.

Year 4: Children in the summer term will use the Channel 4 extract 'Changes' and 'How babies are Made'. Children will learn about the physical changes to boys and girls, although staff may decide that the boys and girls should be taught separately. Children will consolidate their knowledge of personal hygiene. Finally, children will learn about the key stages in the life cycle of humans. Death will be discussed and children will be given the opportunity to explore their feelings around death and know that it is a natural part of the life cycle.

Year 5: Children in the summer term will consolidate their learning around relationships and in particular, love. Worksheets are available to support the topic of love and can be used as a starting point for a discussion about loving relationships, love and trust. Children should also learn that both people in a relationship are equally responsible. Staff will ensure the children know that love and trust are key and that a loving relationship can be between a man and woman, two women and two men. Children will learn to apply the terms heterosexual and homosexual, or gay, appropriately to describe such relationships.

Year 6: Children will learn in the summer term about the key aspects of puberty and the differences they will encounter as they grow older and into the next stages of their lives. An extended amount of time will be provided for children to explore their feelings, to ask questions and for misconceptions to be addressed around all aspects of SRE. It may be appropriate for the boys and girls to have their sessions separately. The Boys' Talk and Girls' Talk DVD extracts from Channel 4 will be used to support the learning of this topic.

Children in Year 6 will also learn about sexual intercourse as a natural means of displaying love and affection between a male and female. There is a DVD extract to support this, Let's Talk about Sex.

Supporting materials are available for all aspects of SRE covered in KS1 and KS2. The books are photocopyable and parents/carers may peruse the materials upon request and use photocopies if they wish to address SRE issues at home.

Parents and carers will be informed before each class carries out its SRE topic to provide them with the opportunity to ask questions and clarify the learning their child will embark on. The materials and DVD are available for viewing before the lessons are taught if parents/carers wish.

### **Child Protection and Confidentiality**

Naturally, SRE can cover sensitive issues. We recognise that the children in our care come from a variety of backgrounds and have had differing life experiences. Staff will always deal with questions sensitively and clear up misconceptions skilfully. It may be appropriate for certain questions to remain unanswered and for that child to receive an explanation that perhaps they will learn the answer to their question when they are older. Certainly if this is the case, parents and carers will be informed.

Staff at all times will follow the school policy for safeguarding and will refer to this when making decisions. All staff receive regular training to ensure they are equipped with the skills to deal with safeguarding related issues. In SRE sessions there is likely to be an opportunity where children may make a disclosure to staff or present a question or behaviour that raises concerns. Following the policy, staff will contact the DSP (currently the Head, three Assistant Heads and EY lead) and use CPOMS as a method of effective and efficient communication.

Some children will develop sooner than others and some may already have experienced death and loss. In these circumstances it is imperative that staff use their professional judgement before starting to teach SRE to the children. Parents should be consulted as it may be a child could be withdrawn from a certain aspect of SRE, or to receive a certain aspect of SRE earlier than planned, particularly if girls develop in year 3, for example. Open and transparent communication between home and school is always our priority.

### **Dealing with Difficult Questions**

Staff will answer questions honestly and factually whilst taking into account the age and emotional maturity of the class or individual. It may be that certain questions are not answered in school and children are directed back to their parents. If this is the case staff will discuss this with parents after the sessions so that they are aware.

Staff may wish for children to write down a question, if they have one, on a piece of paper. This way questions read out to the group and answered do not embarrass an individual but the answer will almost certainly be of value to everyone. This is also good practice as staff can sense the questions being asked and choose not to read out any that may be inappropriate.

### **Review**

This policy will be updated regularly and shared with the Governing Body and staff. It is always available to parents and carers too. This policy was written in conjunction with all stakeholders and the current curriculum (2014) and government advice was sought as part of the drafting process. This policy will be reviewed by the PSHE and SEAL subject leader.

**Linked Policies**

Child Protection policy

EYFS policy