



HUGGLESCOTE COMMUNITY PRIMARY SCHOOL



Coalville family of schools



Sex Education and Relationships Policy

January 2015



Adopted by New Swannington Primary School Governors on 25th March 2015.

Signed: _____ Date: _____

Statement of beliefs

“Sex Education and Relationships is life long learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationships education does not make young people more likely to become sexually active at a young age”.



DfEE Sex and Relationship Guidance 0116/2000

Aims

1. To have a common policy within the Coalville group of schools for Sex Education and Relationships.
2. To ensure Sex Education and Relationships will be an integral part of the learning process beginning in foundation stage and continuing into adult life, meeting the full requirements of the curriculum.
3. To provide a structure for a spiral curriculum enabling schools to be secure about minimum learning outcomes at transition points between key stages, thus improving progression and quality.
4. To give due consideration to the qualities of relationships in family life.
5. To help children to explore moral values and responsibilities.
6. To foster a sense of self-esteem and self worth, and promote the skills of mutual respect within a safe and secure environment.
7. To help children to understand that they have rights over their own bodies and to be aware of possible dangers.
8. To help children to develop the skills and understanding they need to live confident, healthy and independent lives and have sensitivity to different lifestyles, religions, cultures, needs and feelings of others.
9. To encourage parents to discuss matters of sex and relationships with their children.
10. To provide a network for support and sharing of resources/ideas.



Equal Opportunities

We provide a broad and balanced sex education and relationships programme, rooted in a framework of personal, social and health education with Citizenship education. The curriculum is an entitlement for all our children and we ensure full entitlement and access.

It is our intention that all children and young people have the opportunity to experience a programme of sex and relationship education at a level which is appropriate for their age and physical development with differentiated provision if required.

Confidentiality and child protection (Also refer to individual school's confidentiality policies and safeguarding)

All staff members and visitors, who work with our children and young people, will be given a copy of this policy and will be very familiar with their own schools safeguarding and child protection policy. Staff cannot promise confidentiality. Some visiting professionals e.g. School nurses and youth workers working with our schools are guided by the Fraser Guidelines. The designated member of staff will have a discussion with all visitors in advance, so that they are familiar with school policy and expectations regarding correct practice, and how to respond to issues.

All staff teaching sex education and relationships will be appropriately trained and prepare classes carefully for the subject before content begins.

Staff will make clear to children what the procedures are with regard to confidentiality.

Staff will give careful consideration to teaching pupils with special needs and known abused children.

Statutory Status

In 2000 the DfE provided statutory guidance for schools and in 2010 added the science elements of the science curriculum statutory content. PSHE is not statutory but as things stand the SoW is to be in operation with schools having the freedom to interpret.

In February 2014 the PSHE association published supplementary advice for the 21st Century fully endorsed by Government.

Section 2.1 of the National Curriculum framework published in 2013 states: "Every state funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

In the recent review of the National Curriculum the Government has made clear that all state schools 'should make provision for PSHE drawing on good practice' and that 'sex and relationships is an important part of PSHE Education'. Secondary schools must provide sex and relationships education.

Schools will make every effort to share with parents the curriculum, delivery and resources used.

If parents/carers ask for their child to be withdrawn from SRE lessons, the member of staff with responsibility for SRE in the school will talk with them and come to an arrangement for successful education that does not cause offence/conflict with the religious belief or culture of the family.

Content and Delivery

See appendix A

Monitoring and Evaluation

Individual schools will monitor and review as part of their routine policies. The area Headteachers' will review this policy on a three year cycle or more often as required.

This policy will be made available to parents, staff and other interested parties via school websites and/or in the school offices.

Other References

Refer to other policies in individual schools e.g.

- Equal Opportunities
- Confidentiality
- Anti-Bullying
- Teaching and Learning
- Child Protection/Safeguarding
- CPD
- Drugs
- PSHE
- Citizenship
- Community Cohesion
- Confidentiality
- Visitor

Consultation

This policy involves consultation at the following levels but not necessarily in the following order:

- Children through School Council and/or special consultation groups
- Parents/carers through invitation in newsletters on school web-sites and special parents evenings e.g. Health Info evenings
- Governors
- Staff working in SRE teams
- PSHE co-ordinators
- SLT
- Healthy Schools

Signatories

School

Date

All Saints C.E. Primary

Belvoirdale Primary

Broomleys Primary

Castle Rock High School

Forest Way Special School

Holy Cross Catholic Primary

Hugglescote Primary

KEVII Science and Sports College

New Swannington Primary

Newbridge High School

St John the Baptist Primary

Swannington C or E Primary

Thringstone Primary

Warren Hills Primary

Appendix A

Agreed minimum outcomes for KS1 [2015 UPDATE]

Key Stage 1		Pupils will be taught	Outcomes (Pupils will know and understand)	Resources
Science PoS	Year/Term Topic	Life Processes <ul style="list-style-type: none"> That animals including humans reproduce 	Where babies come from	Hatch eggs Tadpoles Butterflies ICT
Science PoS	Year/Term Topic	Humans and other animals <ul style="list-style-type: none"> To recognise and compare the main external parts of the bodies of humans and other animals The names of the main parts of the body That humans can reproduce offspring and these offspring grow into adults 	<p>The correct words for external parts of our bodies</p> <p>The differences between male and female/boys and girls and that women have babies</p>	Life Ed Bus
PSHE Framework	Year/Term Topic	Developing a healthy, safer lifestyle <ul style="list-style-type: none"> About the process for growing from young to old and how peoples' needs change Rules for and ways of keeping safe...and about people who can help them stay safe Developing good relationships and respecting the differences between people <ul style="list-style-type: none"> To recognise how their behaviour affects other people To listen to other people and play and work co-operatively To identify and respect the differences and similarities between people That families and friends should care for each other 	<p>How they have changed since they were a baby; and how they feel about these changes.</p> <p>Key vocabulary for the main body parts</p> <p>When a secret should not be kept and who to talk to if they have a worry.</p>	SEAL work

Agreed minimum outcomes for KS2 [2015 UPDATE]

Key Stage 2		Pupils will be taught	Outcomes (Pupils will know and understand)	Resources
Science PoS	Year/Term Topic	Life Processes <ul style="list-style-type: none"> That the life processes common to humans and other animals include nutrition, movement, growth and reproduction 	How boys' and girls' bodies change during puberty. The normal variation in our bodies – before and after puberty. How sperm and the egg meet during sexual intercourse and that this can be prevented.	
Science PoS	Year/Term Topic	Humans and other animals <ul style="list-style-type: none"> About the main stages of the human life cycle 	How puberty is part of sexual development (including production of eggs/sperm)	
PSHE Framework	Year/Term Topic	Developing confidence and responsibility and making the most of their abilities <ul style="list-style-type: none"> To recognise as they approach puberty, how peoples' emotions change at the time and how to deal with their feelings towards themselves, their family and others in a positive way. Developing a healthy, safer lifestyle <ul style="list-style-type: none"> About how the body changes as they approach puberty About personal hygiene and how keeping clean is part of being healthy To recognise the different risks I different situations and then decide how to behave responsibly, including....judging what kind of physical contact is acceptable and unacceptable That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. 	The skills needed to cope with feelings such as mood swings. How puberty varies for each individual, including differences in age puberty starts and how puberty can be affected by disability or medical condition. How they feel about physical and emotional changes at puberty. To recognise when they are under pressure to do something they do not want to do and know that it is OK to resist (unacceptable sexual behaviour). How to deal with feelings of intimidation. The kinds of abuse that could happen in relationships, including hurting feelings and violence.	

		<p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> • That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • To recognise and challenge stereotypes • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • Where individuals, families and groups can get help and support 	<p>Some of the ways in which people are able to show love between parents/carers and children and between friends.</p> <p>That bullying is wrong especially when it reinforces stereotypes, and what skills are needed to do something about bullying.</p> <p>To know what sexist and homophobic bullying are.</p> <p>About different expectations about how boys and girls behave in relationships and what other choices they have.</p> <p>Who they can talk to if they are unhappy or worried.</p>	
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