



Sex and Relationships Education policy

Ottery St Mary Primary School

1. Aims of the Sex and Relationships Education programme

The school's work through the National Curriculum and PSHE curriculum will:

- Provide children with knowledge
- Develop skills
- Explore attitudes and values

Sex and Relationships Education in this school will be developmental and relate to the age and needs of the children.

The term Sex and Relationships Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

Other school policies which have relevance to Sex and Relationships Education include:

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|-----------------------------|-----------------------|
| Behaviour | SEND |
| Anti-Bullying | Teaching and Learning |
| Safeguarding | Drugs Education |
| Looked After Children (LAC) | Healthy Eating |
| Confidentiality | Health and Safety |
| Equal Opportunities | |

2. Morals and values framework and ethos of the school statement

The Sex and Relationships Education programme will reflect the school's over-arching aims and supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

3. Equal opportunities statement

Ottery St Mary Primary School is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

The needs of boys as well as girls

Girls tend to have greater access to Sex and Relationships Education than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality and gender orientation

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality and gender orientation issues.

Special Educational Needs

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

4. Curriculum content

All primary schools should have a Sex and Relationships Education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born. In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem. Our Sex and Relationships Education programme will ensure that 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
- are prepared for puberty

Topics and themes will be revisited each year taking account of the children's development and needs, and the spiral curriculum programme. This has been developed in line with the National Curriculum and PSHE expectations.

At Ottery St Mary Primary School Sex and Relationships Education is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching Sex and Relationships Education through and in other subjects/curriculum areas, e.g. RE

- Teaching elements of the Sex and Relationships Education curriculum through the statutory Science KS1 and KS2 curriculum
- Through planned visits from parents/carers, and younger and older siblings
- Occasionally through assembly time
- Through pastoral care and guidance, including circle time and story time

Consideration will also be given to appropriate teaching methods [i.e. one-to-one, small group, whole class]. Single sex groups will be used to deliver parts of the programme as and when appropriate.

The content of the Sex and Relationships Education programme, including learning outcomes will include the following topics:

- Feelings and Relationships
- My healthy body
- Lifestyles and culture
- Growing up

5. Organisation

The PSHE/SEAL Co-ordinators will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme. They will work in close co-operation with the Headteacher, Science Co-ordinator and named governor for PSHE.

The PSHE curriculum, together with other PSHE activities and events as detailed above will include the Sex and Relationships Education.

A range of teaching strategies will be utilised to provide the breadth of effective learning opportunities outlined in the framework for all children. These include:

- active learning,
- enquiry and discussion exercises which involve the children's full participation.

The needs of the children are reflected in the planned programme, drawing on the children's own experiences and existing knowledge through the use of:

- the 'draw and write' technique
- end of year questionnaires
- discussion forums
- circle time
- suggestion/question boxes in classrooms
- visitors and visits

At present all members of staff are committed to delivering the Sex and Relationships Education programme, and they will be supported by regular in-service training programme. Non-teaching staff may be involved in a supportive role in some Sex and Relationships Education lessons and also play an important, informal pastoral support role with children. They will have access to information about the Sex and Relationships Education programme and are fully supported in their pastoral role.

The programme is also supported by a range of outside organisations and visitors who enhance the delivery of the programme and provide relevant and specialist information.

6. Specific issues

Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships Education. Ground rules are established in every class in order to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- Children will be encouraged to use the correct names for body parts will be used.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator.

Safeguarding

Children occasionally make personal disclosures, either in class or to individual teachers. The school Safeguarding policy provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Safeguarding procedures must be followed when any disclosures are made.

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery.

At Ottery St Mary Primary School all organisations and visitors who visit to provide curriculum support, are issued with the following code of conduct:

- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- All visitors will be police checked prior to contact with any children.

See the LEA guidance on the use of External Organisations for more details.

Legal obligations

As a maintained primary school in England and Wales, Ottery St Mary Primary School has a legal responsibility to provide a Sex and Relationships Education programme. The school also has a responsibility to keep an up to date written statement of the policy adopted and this must be available to parents/carers.

Parents/Carers Right to Withdraw their child

Ottery St Mary Primary School is committed to working with parents/carers. Parents/carers have a right to withdraw their children from Sex and Relationships Education lessons which fall outside those aspects covered in the compulsory National Curriculum. Parents/carers wishing to exercise this right are asked to contact the head teacher who will explore their concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the child, and the possible negative experiences or feelings that the child might encounter and how these can

be minimised. Once a child has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

Provision for pubertal children

Sanitary disposal units are located in the cubicles of the Year 6 girls' toilets. Girls requiring sanitary protection should go to the school office.

HIV/AIDS policy

The school follows the procedure outlined by the County Council to support children or staff affected by HIV/Aids.

The nature of support available to children

The school takes its role in the promotion of children wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

7. Assessment, recording and reporting

Assessment

Assessment for PSHE (including Sex and Relationships Education) will be carried out in a variety of ways including:

- children's reflection
- teachers' reflection

This will also be linked into key aspects such as bullying incidents, attendance and behaviour.

The PSHE/SEAL co-ordinators will monitor the impact of the programme annually with reference to the defined learning outcomes and children's responses. Any relevant comments from recent OfSTED inspections, or other evaluations completed will also be included in the evaluation and review process. An annual report will be made by the PSHE co-ordinator to the governing body.

8. Dissemination of the policy

A copy of this policy will be placed on the school website and copies made available to staff via the school shared computer system. A hard copy will also be available to view in the school office upon request.

9. Monitoring and evaluation of the policy

The PSHE/SEAL co-ordinators, in conjunction with the named governor, will be responsible for the monitoring and evaluation of this policy.

Any relevant comments from recent OfSTED inspections, or other evaluations completed will also be included in the evaluation and review process.

10. Date for review of the policy

The policy was last reviewed in January 2016.

Signed:

Head teacher

Date

Chair of Governors

Date