



**Stebbing Primary School**  
**Relationships and Sexuality Education Policy**  
*Formally Sex and Relationships Education*  
*Policy*

**Created/updated May 2017**  
**Ratified by Gov. Body June 2017**  
**Due for review 2019**

## Introductory statement

At Stebbing Primary School we value the importance of relationships and sex education to help and support young people through their physical, emotional and moral development. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationships Education Guidance and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent/carer and teacher, in this important area of personal development.

Relationships and sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Relationships and sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the relationships and sex education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

## What is Relationships and Sex Education?

Relationships and sex education is about physical, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. **It is also about the understanding of the important parts of a loving relationship (respect, love and care).**

Relationship and sex education has three main elements.

### 1. Attitudes and values:

- learning the importance of values and moral considerations
- learning the value of family life, marriage and stable relationships
- learning the value of love, respect and care.

### 2. Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively
- developing empathy and self-respect
- learning to make choices without prejudice
- appreciating the consequences of choices made
- managing conflict
- recognising and avoiding exploitation and abuse.

### 3. Knowledge and understanding:

- learning about and understanding physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

## **The Philosophy of the School**

It is the philosophy of Stebbing Primary School that all children experience a planned programme of relationships and sex education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

## **Aims and Objectives of the Policy**

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

This policy supports the following School Policies.

- Equal Opportunities
- Behaviour Management
- Statement of School Philosophy, Aims and Objectives
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Child Protection/Safeguarding

## **Areas of Responsibility**

### **Governors**

- To ensure the legal framework is followed.
- To consult with parents/carers on the determination of the school's relationships and sex education policy.
- To implement the relationships and sex education policy through senior leaders.

### **Headteacher/Senior Leaders**

- To implement the Relationships and Sex Education Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.

- To liaise with parents/carers.
- To ensure the policy is reviewed in-line with the review cycle.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

### **Class teacher**

- To prepare short-term plans to include Relationships and Sex Education in the Curriculum, in accordance with the long and medium-term plans.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

### **School Nurse/Health Service Specialists**

- To give support throughout the school, when appropriate.
- To provide, where possible opportunities for separate lessons for Year 5 & Year 6 on certain aspects, as detailed later.

### **The PSHCE subject leader**

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at Stebbing Primary School.
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

### **Equal Opportunities**

In support of the Equal Opportunities Policy, all Stebbing Primary School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods. If children are absent for any of the units of work concerned with sex education, an information pack and resources will be made available to parents/carers to support their child at home.

### **Organisation of School Relationships and Sex Education**

#### **Who Will Teach It?**

All teaching staff (class teachers) will teach relationship and sex education as part of the Science and the PSHE Curriculum. Opportunities will be provided in Year 5/6 for separate lessons on menstruation and physical changes. Some years it may be considered necessary to teach this to some year 3 or 4 pupils. In Year 6, lessons will include discussion of contraception, conception and birth. Other members of staff, including the School Nurse might be involved in these lessons.

### **Methodology and Approach**

There will be a whole-school approach – from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity.

### **Dealing with Sensitive Issues**

Governors and teachers are in agreement that teachers should answer all children's questions relating to relationships and sex education in an open and factual way, taking into consideration the family

background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.

### **Stebbing Primary School Relationships and Sex Education Programme**

Relationships and sex education is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Increasing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier lifestyle.
4. Developing good relationships and respecting differences between people.

Through Relationships and sex education, the children should:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty

For further detail regarding the key themes and outline plan for **Relationships and Sex Education Programme please see APPENDIX A.**

Within the Science Curriculum, the children should:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the life process of reproduction in some plants and animals
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- know about the main stages of the human life cycle

\*Parents/carers should be aware that children cannot be withdrawn from these Science lessons.

### **Content**

At Stebbing Primary School, the Scheme of Work for relationships and sex education is taught under the following headings. Progression and continuity are built into the programme from Year R to Year 6.

### **Specific Classroom Arrangements**

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the pupils.

### **Curriculum Entitlement**

Relationships and sex education will be taught at Stebbing Primary School within PSHCE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a Health Professional is invited to address the children. Children with specific emotional needs relating to relationships and sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis. During year 6 children are taken for Sex and relationship education. These sessions are carefully planned to ensure the curriculum content is dealt with in a sensible and factual manner. These sessions may be run by the year 6 teacher or another member of the teaching team.

### **Procedures for Reviewing the Effectiveness of the Programme**

Topics are reviewed termly at the end of each Unit of Work through medium-term plans. Staff and Governors review the Relationships and Sex Education Policy every 2 years.

### **Resources and Criteria Used for their Selection**

The PSHCE subject leader in consultation with teachers and other senior leaders chooses all resources. Advice is taken from appropriate sources. Where appropriate, Parents'/carers' comments are taken into consideration.

### **The Primary/Secondary Transition Year**

The transition year before pupils move to Secondary School is considered a crucial one at Stebbing Primary School. The school supports pupils' emotional and physical development. In this year, the children will be taught, or will already have been taught in Year 5:

- changes in the body related to puberty, such as periods, voice-breaking and body hair
- when these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- how a baby is conceived and born.

### **Specific Issues**

#### **Child Sexual Exploitation (CSE)**

The Child Protection Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA area for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures. A copy of this is available in school for parents/carers or on our website.

#### **Child Withdrawal Procedure**

If parents wish to withdraw a child they should discuss their concerns with the Headteacher.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the sex education lesson is over.

### **Complaints Procedure**

If a parent/carer has any cause for concern about the Relationships and Sex Education Policy, they should approach the Headteacher and staff. If the concern cannot be resolved, the Governors may be contacted.

### **Procedures for the Involvement of Health Professionals and Visitors**

Visiting Health Professionals are involved in the implementation of the Relationships and Sex Education Policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

### **Working with Parents/Carers**

Stebbing Primary School seeks to work in partnership with parents/carers through consultation and support. Parents/carers are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family unit, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents/carers in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

The policy is available in school for all parents/carers to inspect and is also on our website.

### **Further Information**

#### **Useful Documents and Resources**

DfES Sex and Relationship Education Guidance(Circular 0116/2000)

DfES National Healthy School Standards Guidance 1999

QCA The National Curriculum Handbook 2000 for Primary Teachers in England:

OfSTED Sex and Relationships (HMI 433)

**APPENDIX A:**  
**Sex and Relationships Education**  
**at Stebbing Primary**

**UNIT**

**1:**

**Year 3**

This includes:

**Programme 1** - Differences

**Programme 2** - How did I get here?

**Programme 3** - Growing up

**UNIT**

**2:**

**Year 4**

This includes:

**Programme 1** - Changes

**UNIT**

**2:**

**Year 5**

This includes:

**Programme 2** - How babies are made (This programme contains animation of sexual intercourse)

**Programme 3** - How babies are born (This programme contains footage of a live birth)

**UNIT**

**3:**

**Year 6**

This includes:

**Programme 1** - Girl talk

**Programme 2** - Boy talk (This programme includes information on erections, wet dreams and masturbation. There is an animated sequence showing ejaculation)

**Programme 3** - Let's talk about sex (This programme includes a discussion of homosexuality)

Throughout all of these units, there are opportunities for children to talk, ask questions, have open discussions and complete tasks linked to the themes.

