



Approved by the Governing Body on: 27 February 2017

Review Date: Spring 2019

ONGAR PLACE PRIMARY SCHOOL SEX AND RELATIONSHIPS POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

Ongar Place Primary School is committed to the teaching of Sex and Relationship Education. We have based our school's SRE policy on the DCSF guidance document 'Sex and Relationship Education Guidance' (ref 0116/2000). It is about understanding the importance of stable and loving relationships, respect, love and care, marriage and family life. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social and health education curriculum in our school.

Sex and Relationship Education at Ongar Place reflects the values of the PSHEC programme and is taught in the context of relationships. It promotes self-esteem and emotional health and wellbeing and supports children in developing respect for themselves and for others, at home, school and in the community.

Aims and objectives

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The objectives of Sex and Relationship Education are:

- To provide, clarify and reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand human sexuality
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthy, safe lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Context

We teach SRE in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpins all our work in school. In particular, we teach SRE in the belief that:

- Sex education should be taught in the context of marriage, and stable relationship
- Sex education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity

- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

Sex and Relationship Education will:

- be developmental and be appropriate to the age and stage of the child. Common starting levels cannot be assumed
- put forward factual knowledge and encourage the exploration of facts
- examine opinions and concepts and encourage discussion
- encourage awareness, respect and responsibility for oneself and others

The Organisation of Sex and Relationship Education

SRE is delivered primarily through the PSHE and Citizenship but is also addressed through Science, RE, English activities and Circle Time.

A range of teaching methods which involve children’s full participation are used to teach SRE. These include use of video, discussion, looking at case studies, drama and role plays.

SRE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

The teaching programme for Sex and Relationship Education linked to other areas of the curriculum.

Foundation Stage

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

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.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction.

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 focuses on the development of skills and attitudes not just the acquisition of knowledge.

SEN

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

The role of parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, can give us valuable support with our sex education programme.

Confidentiality/ Safeguarding

Teachers lead SRE lessons in a sensitive manner and in confidence. However, if a teacher or additional adult has concerns regarding a child's safety these will be addressed in line with the Safeguarding Policy.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning with regard to the DfE key statements.