

## Platt C.E Primary School

### **Sex and Relationship Policy**



#### **Introduction**

Children and young people grow up in a complex and ever-faster-changing world, in which they are exposed to an increasing range of influences and pressures. Platt C of E Primary School seeks to build on and complement the learning that has already started at home, in relation to developing moral values and attitudes, and an awareness of themselves as responsible young people.

#### **Aims**

- The development of personal identity, and to be able to value themselves and others.
- The development of positive social interaction, and the skills to live and work with others.
- Children to learn how to be good parents and be able to make informed decisions in relation to their future families.

#### **Objectives**

- To know and understand their physical development and reproduction.
- To respect themselves and others.
- To help children move with confidence from childhood through adolescence into adulthood.
- To value family and marriage as the foundation of society, and a firm basis for the nurturing of children.
- To develop a healthy, safer lifestyle.
- To develop good relationships and respect the differences between people.
- To be able to manage emotions and relationships confidently and sensitively.
- To recognise and be able to avoid exploitation and abuse.

#### **Equal Opportunities**

The schools equal opportunities policy applies to SRE. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should always be respected.

#### **Organisation of Sex Education**

Family life and sex education forms part of the schools PSHE policy. SRE is supported by the schools' wider curriculum.

**At Foundation and Key Stage 1 (ages 4 -7)**, children are introduced through their topic work and the life of the class to:

- Family structures and roles
- Important family occasions
- Caring for animals
- New life and growth in nature
- Main parts of their body
- Appropriate personal privacy
- Honest, sensitive answers by teachers to children's questions, in partnership with parents.

**At Key Stage 2 (ages 8 – 11), lessons include:**

- Awareness of and respect for different family structures and roles
- Life-cycle ceremonies of Christianity and other traditions, through RE
- Awareness of the needs of the young and elderly
- Reproduction, growth and death in nature, through science
- Honest, sensitive answers to children's questions, in partnership with parents.
- Child development and puberty; the reproductive system and process; a birth in the family – through specific teaching in Years 4, 5 and 6.

Effective teaching of SRE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video and outside agencies. The teaching strategy of Circle time is central to the delivery of SRE.

### **Specific Teaching for Year 4, 5 and 6**

Specific SRE teaching outside of PSHE and Science the children in Year 4, 5 and 6 view programmes from the Channel 4 'Living and Growing'.

#### **Yr 4:**

Unit 1      Programme 2: How did I get here? (This programme contains animation of the sexual organs. It looks at how a baby develops from an egg).

Programme 3: Growing Up. (This programme looks at growth and changes after birth).

#### **Yr 5 & 6:**

Unit 2      Programme 4: Changes. (This programme looks at the physical changes that occur from children to adults).

Programme 5: How babies are made? (This programme contains animation of sexual organs. It explains the human life cycle).

Programme 6: How are babies born? (This programme contains footage of a live birth. It explains a baby develops from fertilisation right up to its birth).

Programme 7: Girl Talk. (This programme considers the emotional and physical changes that take place as girls go through puberty).

Programme 8: Boy Talk. (This programme includes information on erections, wet dreams and masturbation. There is an animated sequence showing ejaculation. This programme

considers the emotional and physical changes that take place as boys go through puberty)

## Yr 6

Programme 9: Let's talk about sex. (This programme looks at relationships and the value of friendships.)

Lessons are taught to the whole class. However there is the opportunity for the class to meet as a single-sex group to discuss matters pertaining to their own sex.

### **Specific Issues**

#### **Handling difficult questions**

When teaching SRE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting. The following guidance is given to support teachers who may be faced with difficult questions.

- If a question is too personal, remind the pupil of the ground rules, i.e. the right to 'pass' on a question. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting.
- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience.
- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise to return to it later individually.
- If the question raises concerns of sexual abuse, the adult should follow the school's child protection procedures.

#### **Working with Parents**

Parents are the key people in teaching their children about SRE and helping them cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes and their understanding of feelings.

Parents have the right to withdraw their child from all or part of the SRE provided at the school. (This excludes the elements of the SRE that are included in the statutory National Curriculum). Where parents choose the right to withdraw their child, the school will make alternative arrangements.

Parents are invited to preview and discuss the Channel Four: Living and Growing programmes used for Years 4, 5 and 6.

#### **Monitoring and Evaluation**

Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development. For many issues, assessment is inappropriate. However assessment maybe of value it is best to consider pupils' self-assessment or peer-assessment. For example, pupils might assess their own decision making in relation to a moral dilemma in a specific imaginary situation, or that there could be peer assessment of assertiveness skills in role-play activity.