

SKIPPERS HILL MANOR SCHOOL



Skippers Hill Manor Preparatory School

POLICY FOR SEX AND RELATIONSHIPS EDUCATION

This policy applies to all pupils in the school, including in the EYFS and pays due regard to any policies and procedures set out in the Safeguarding Policy

David Leggett
Reviewed December 2018
Next Review Date: December 2019

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

Sex and Relationships Education is part of the Personal, Religious, Health and Social Education in the school. In the wider context, it contributes to the whole school policy, to promote the spiritual, moral, cultural and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of future life. In addition, SRE will promote self esteem and emotional health and well being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Equal Opportunities and Safeguarding:

The policy is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported.

Aims:

- To encourage young people to be responsible in relationships with others.
- To promote a positive self image and a confident, caring approach.
- To enable young people to eventually be able to make informed choices.
- To encourage the importance of family life, loving stable relationships and personal morality.
- To provide factual information at the appropriate age, about physical and emotional changes, childbirth, contraception, and sexually transmitted diseases.
- To deal with questions in an unbiased and impartial manner.
- For pupils to develop skills for a healthier, safer lifestyle
- To help pupils understand which parts of their bodies are private and have the confidence to stand up for themselves and say no, if they feel someone is behaving inappropriately.

Effective **Sex and Relationship Education** is essential if young people are to make responsible and well-informed decisions about their life. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

The emotional and moral dimensions of a sexual relationship will usually be taught within the framework of PRHSE. The government issued new sex and relationship guidance in July 2000. The guidance is designed to ensure that **Sex and Relationship Education:**

- recognises the importance of marriage for family life and bringing up children
- keeps unsuitable materials out of the classroom
- is age appropriate
- helps to reduce teenage pregnancies.

The new guidance is underpinned by the Learning and Skills Act 2000, which gives head teachers and governors a statutory responsibility to have regard to the guidance in ensuring that young people are taught the importance of marriage and that they are protected from inappropriate teaching materials.

The guidance recommends that Sex and Relationship Education should be firmly rooted in the framework of PRHSE, to ensure that young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The guidance states that schools should:

- teach about relationships, love and care and the responsibilities of parenthood as well as sex
- focus on boys as much as girls
- build self-esteem
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- provide young people with information about different types of contraception, safe sex, and how they can access local sources of further advice and treatment
- use young people as peer educators, e.g. teenage mothers and fathers
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- ensure young people understand how the law applies to sexual relationships

The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues.

There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils' Spiritual, Moral, Social and Cultural development.

A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it.

There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of

sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

Strategies:

Much of the content is delivered as part of the P.R.H.S.E. (SKULL) and Science Curriculum. Many areas are covered throughout the school as part of a form or tutorial period and as cross - curricular links with other subjects. Sessions are also arranged for Years 6-8 through external agencies. For more detailed information, see the relevant curriculum planning material. Equal opportunities are encompassed and parental communication regarding topics is maintained.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Such a programme can successfully follow the outline given below;

Class	Curriculum area	What is taught across each class across the year
Nursery and reception	Understanding the world	<ul style="list-style-type: none"> • Learning about ourselves and the similarities and differences between peers. • Looking at our families and learning that not all families look the same. • Growth and change over time. • Lifecycles – watching chicks hatch, tadpoles turn into frogs and caterpillars turn into butterflies. • Address questions and misconceptions as they arise, referring these questions back to parents where appropriate.
	PSHE	<ul style="list-style-type: none"> • Circle times • Discussing our emotions. What do they feel like? Why do we feel them? How do we react to them appropriately? • Learning that we need to respect others and should be respected in return. • Children learn that what is in their pants is private and where and when it is appropriate and acceptable to take your pants off.
	ICT	<ul style="list-style-type: none"> • Children are aware that they can use the internet to play and learn, supported by a trusted adult/ teacher • Children begin to understand the differences between real and online experiences.

Year 1	Science	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated
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		<p>with each sense</p> <ul style="list-style-type: none"> • Life cycles of animals looking at how we change when we grow.
	PSHE	<ul style="list-style-type: none"> • Peer relationships • Talking about family life, particularly during show and tell.
	ICT	<ul style="list-style-type: none"> • Children understand the use of the internet and what to do if they find something inappropriate online.
Year 2	Science	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring that grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
	PSHE	<ul style="list-style-type: none"> • Peer relationships
	ICT	<ul style="list-style-type: none"> • Children practice E-Safety when communicating online. • Children learn that not everything on the internet is true.

Year 3	Science	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
	PSHE	<ul style="list-style-type: none"> • Peer relationships.
	ICT	<ul style="list-style-type: none"> • Children are given their email accounts for the first time. • Children gather appropriate text and images and distinguish between fact and fiction.
Year 4	Science	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans.
	PSHE	<ul style="list-style-type: none"> • Peer relationships • Getting on and falling out • Self esteem
	ICT	<ul style="list-style-type: none"> • Children use a range of online communication tools safely to exchange information and know what to do if they do not feel safe online.

Year 5	Science	<ul style="list-style-type: none"> • Explain the differences in life cycles of a mammal, an amphibian, an insect and a bird.
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		<ul style="list-style-type: none"> ● Describe the life process of reproduction in some plants and animals. ● Describe the changes as humans develop from birth to old age
	PSHE	<ul style="list-style-type: none"> ● Peer relationships ● Puberty
	ICT	<ul style="list-style-type: none"> ● Children understand the potential risks of providing personal information in an increasing range of online technologies, both within and outside of school.
Year 6	Science	<ul style="list-style-type: none"> ● Health and exercise - the effect of exercise on the body and the benefits to health. ● The effects on the human body of tobacco, alcohol and other drugs, and how these relate to personal health. ● Examples of diseases caused by viruses and bacteria. ● The importance of cleanliness at a personal and community level. ● Defence against disease. ● Medicines. ● Evolution and inheritance - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
	PSHE	<ul style="list-style-type: none"> ● Peer relationships ● Revise puberty in humans. ● Sexual relationships (including intercourse) in humans and birth. ● Different types of relationships (including non-sexual) ● learning about relationships, puberty and sex ● Healthy v unhealthy relationships ● sexuality
	ICT	<ul style="list-style-type: none"> ● Children know how to respond to unsuitable websites to do with human relationships e.g. Pornography

Year 7	Science	<ul style="list-style-type: none"> ● Reproduction in humans – structure and function of male and female reproductive systems. ● The physical and emotional changes that take place during adolescence and why these occur. ● The menstrual cycle. ● Fertilisation. ● Gestation and birth. ● The formation of identical and non-identical twins. ● Effect of maternal lifestyle on the foetus. ● Variation and inheritance – inherited and environmental variation. ● Chromosomes, DNA and genes.
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		<ul style="list-style-type: none"> • Sex determination.
	PSHE	<ul style="list-style-type: none"> • Learning about relationships, sexuality and gender • sex and the law and what is consent • what different sexualities there are • what do gender terms mean • sexuality and gender stereotyping
	ICT	<ul style="list-style-type: none"> • All students are required to sign an Acceptable User Agreement • This is discussed with them, point by point, in their first ICT session of the year. It then goes home and is counter-signed by their parents. • As part of the discussion, students are made aware of the danger of sharing pictures / videos / documents of themselves and the requirement for express permission to be granted before doing anything with images, etc involving others. • The potential dangers of making links / contact with online "friends" who are not actually personally known to the individual, as well as keeping information private and making use of privacy settings on their social media accounts, are also discussed.

Year 8	Science	<ul style="list-style-type: none"> • Nutrition – the content of a healthy human diet. • A balanced diet and good sources of each nutrient. • The consequences of imbalances in the diet – deficiency diseases, obesity and starvation. • Gas exchange systems – impact of exercise, asthma and smoking on the human gas exchange system. • Health - the effects of recreational drugs on behaviour, physical and mental health and lifestyle. • The positive effects of exercise. • How bacteria and viruses can affect health. • How the body's natural defences may be enhanced by medicines
	PSHE	<ul style="list-style-type: none"> • Child exploitation and grooming: Spotting the signs of someone who may be being groomed/ sexually exploited • Relationships and sex • Online protection
	ICT	<ul style="list-style-type: none"> • All students are required to sign an Acceptable User Agreement • This is discussed with them, point by point, in their first ICT session of the year. It then goes home and is counter-signed by their parents. • As part of the discussion, students are made aware of the danger of sharing pictures / videos / documents of

		<p>themselves and the requirement for express permission to be granted before doing anything with images, etc involving others.</p> <ul style="list-style-type: none"> • The potential dangers of making links / contact with online "friends" who are not actually personally known to the individual, as well as keeping information private and making use of privacy settings on their social media accounts, are also discussed.
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Specific Issues

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Headteacher /Designated Child Protection person for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions and sensitive issues

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will establish clear parameters about appropriate and inappropriate questions in a whole-class situation. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if a teacher is asked a question that they deem inappropriate for the age of the class, they will read the question but explain to the pupils the reason for not answering it.

As children grow and develop, they become more aware of themselves, their bodies and what feels good. On occasions, children may touch themselves in a way which is not appropriate for the classroom. On these occasions, teachers will discreetly talk to the children about how these actions are not appropriate for the classroom. If this becomes a persistent occurrence, teachers will talk to parents

Sexual Orientation and gender

Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. A range of fiction books are available to teachers and pupils, through the library, which tackle gender stereotypes. A document from the Department for Health (DfH) highlights that many young people know they are lesbian, gay or bisexual (LGB) during primary school.

Young lesbian, gay and bisexual (LGB) people, DfH (Adobe pdf file)
http://www.schools-out.org.uk/policy/docs/DH_078355.pdf

Children with special needs and vulnerable children

Where teachers feel necessary, teaching and resources will be 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. If children are worried about friendships or relationships, both at school and at home, they are able to ask using the worry box.