



Sex and Relationships Education Policy

UN Convention on the Rights of the Child	
Article 19	You have the right to be protected from harm in any way.
Article 36	You have the right to be protected from being taken advantage of or exploited in any way.

In accordance with The 1996 Education Act, the Learning and Skills Act 2000 and the Government SRE Guidance 2000, the Governors have decided that Sex Education will be taught at Cranford Park CE Primary School. We set out below our policy outlining the content and organisation of the sex education curriculum.

Aims and Objectives

Cranford Park CE Primary School believes that sex education in this school will be developmental and a foundation for further work in the secondary school.

Sex Education in this school will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- reflects the Christian ethos and demonstrates and encourages the following values:
 - acceptance and tolerance of individual differences.
 - respect for self
 - respect for others
 - responsibility for their own action
 - responsibility for their own family, school and wider community
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- enables children to come to an understanding of their own bodies, instincts and feelings in order to be prepared for the joys and responsibilities of permanent relationships
- promotes the development of positive self-esteem.

The school will work towards this aim in partnership with parents.

Sex Education will be taught within a context that stresses the complexity and values of caring human relationships and family life.

Guidelines

Hampshire Guidelines for Sex Education in school is used as a framework for teaching and learning and will:

- provide information which is easy to understand and relevant
- appropriate to the age and maturity of the pupils
- include the development of communication and social skills
- encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupils' development and the spiral curriculum concept.

The content of the sex education has been drawn from the recommended LA materials.

The sequence for teaching sex education includes:-

Foundation Stage

- people in my life. What they do for me and what I do for them
- my moods - feeling happy, sad and so on
- loss and mourning - (e.g. a person, a pet)
- keeping safe - danger I might come up against. Saying NO
- my body and other people's bodies - similarities and differences
- the beginning of life - me, animals and plants
- growth in people, animals and plants
- ageing - how we know things are alive, dead, young and old

Key Stage One

- changes as we grow
- different types of families
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening, sharing)
- what makes me happy
- what I like or don't like about other people
- keeping safe
- caring for myself - hygiene, sleep, exercise
- people who help me to care for myself
- inside my body - the functions of different parts

Key Stage Two

- feelings - things which make me happy, sad, embarrassed, scared and so on
- difficult situations - e.g. teasing, bullying
- keeping healthy - exercise, diet, the immune system and so on
- friendship - who our friends are, how we make and lose friends
- making decisions - influences on me
- keeping safe
- varied lifestyles in the class and community - differences in others and how we feel about differences.
- changes in my own body and in those of others.
- how babies begin and are born - how they grow
- decision making, risk taking
- feelings about the future (e.g. changing schools)
- families and how they behave - what members expect of each other

- celebrations of birth, christening, puberty, marriage and death in different cultures
- expressing feelings and how we do this; being assertive, not bullying
- differences and similarities in people
- sexuality - what is it and what words describe it
- body changes in me and others - why they are happening
- things that go into my body that help (e.g. good food and some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)
- messages about health and sexuality from television, films and newspapers

Organisation

Class teachers deliver SRE through the school's PSHE and Science framework. Lessons will be taught in a sensitive way by the class teacher. The school adopts an age-appropriate programme so that, for example, whilst children in the infant and lower juniors will be taught about feelings, health and relationships, Year 5 pupils will be taught specifically about puberty (including menstruation) and Year 6 pupils will explore these issues further and learn about human reproduction.

Resources used may include DVDs, quizzes or other activities followed by opportunities for discussion. Teaching methods will take account of the developmental differences of children and the potential for discussion on a small group or one-to-one basis. Guidelines will be established as to what is appropriate and inappropriate in a whole class setting. Teachers will endeavour to answer children's questions in an honest and sensitive manner. To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils, which include no 'put downs' or reference to any individual person's relationships.

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 individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

Pupils' questions should be answered sensitively: due consideration should be given to any particular religious or cultural factors and to parents' wishes.

It is inappropriate for the teacher to respond to the whole class where a pupil's questions are particularly explicit and specific to personal needs and circumstances.

Parental Involvement and Rights

Before any Sex Education in Years 5 and 6, parents will receive a letter containing an overview of the teaching content and will be invited to see any educational DVDs.

At this stage they will be able to raise any concerns with the Headteacher or the class teacher. It is hoped that any anxieties will be allayed through discussion.

However, parents have the right to withdraw their children from all, or part, of the SRE provided by the school except for those parts in the National Curriculum.

Parents should notify the school in writing.

Copies of this policy are included in the school's prospectus and parents are notified

of their right to withdraw their children from SRE, both in the prospectus and by letter in Years 5 and 6.

Children whose parents exercise the right to withdraw them from the SRE programme will work in another class during this time.

Use of visitors

There are various people who can resource and support school based sex education. These people may include parents, the school nurse, health professionals. Contributions from outside speakers will be very much in line with school policy.

Provision for Pubertal Pupils

Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods.

Girls starting their periods have unrestricted access to sanitary facilities kept by school staff. Sanitary bins are provided in the girls toilets. Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods.

Child Protection Issues and Confidentiality

Any disclosures made to members of staff are directed to the designated Child Protection Officer (Head Teacher) who then makes the decision to inform further agencies where deemed necessary. Confidential advice and support is made available to pupils requiring it.

Issue of Confidentiality

In accordance with the 1989 Children's Act as it applies to schools, we will operate a policy of not offering children confidentiality. Where we have a concern about any young person we will follow our Child Protection procedure.

The policy will be monitored and evaluated by:

- The PSHE Manager.
- Senior Management Team (SMT).
- LA Advisors & Inspectors.
- Governors.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our

dealings, we respect the strict code of confidentiality that underpins our school ethos.

Policy date: January 2017

Policy review: January 2019