



GRANGE SCHOOL
A Culture of Continuous Improvement

Sex and Relationship Policy

Compiled by: Signature: Date:	Approved by Governing Body () Signature: Print name: Date:
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Sex and Relationships Policy

Learning about their own sexual development together with an awareness of their relationships with others, helps children to lay the foundations for future relationships and associated responsibilities. Sex and relationship education (SRE) will be delivered in a sensitive and supportive manner.

Sex education is not just about reproduction and sexual health. While these issues are important, education must also take account of sexuality, gender, roles and responsibilities. Sex education is about enabling children to act responsibly in making and maintaining relationships with others and to feel good about themselves and the choices they make. It is about developing self-assertion, self-respect and respect for others. Indeed, sex education is now commonly called 'sex and relationship education' (SRE).

Grange School has taken into account 'DfES' and NC Guidance recommendations from Healthy Schools Development Officer (Jan 04) and guidelines from recently published SRE materials. In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'it is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

Our Aims and values for SRE

Sex and relationship education involves:

- Providing information and knowledge
- Challenging beliefs, stereotypes and misconceptions - respect for self
- Forming positive attitudes and values
- Developing sexual identity
- Promoting the skills necessary for effective communication and loving, caring and happy relationships
- Encouraging positive behaviour

The SRE programme will provide information which is easy to understand and relevant to the age and maturity of pupils.

At Grange School we believe these objectives can only be achieved using a developmental approach, beginning in the early years at an appropriate level and progressing through childhood and adolescence into adulthood. Sex and relationship education must be integrated into the whole curriculum, and not just 'bolted on' to any one stage of schooling. Sex education is part of the personal, social, health and citizenship education (PSHCE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Sex and Relationship Education at Grange School

Foundation Content and Key Stage 1

Through the topic of 'Ourselves' (Science) children will:

- Learn that animals including humans, move, feed, grow, use their senses and reproduce (Early Years and Key Stage 1)
- Learn names for sexual parts to be included when teaching the main external parts of humans (both OFSTED and the NHSS recommend that they do in KS1)
- Know that humans and animals can produce offspring and these grow into adults (EY's and KS1)
- Recognise similarities and differences between themselves and others and treat others sensitively

Key Stage 2 (Years 3 and 4)

Through the topics of 'Moving and Growing' (science); 'Coping with change and loss, 'Friends and Enemies' (PHSCE) children will:

- learn differences between males and females
- learn what happens during pregnancy
- identify ways in which they have changed since they were born
- Through the topic on Ourselves (Sex Education) children will learn about:
- Learn about human reproduction, anatomy, puberty, relationship
- About starting a baby, birth of a baby
- Learn about responsibilities of parenthood

Key Stage 2 (Year 5 and 6)

Through the topics of 'Keeping Healthy', 'Life cycles of living things', 'Animal reproduction', 'Evolution' and 'Plant reproduction' children will

- Learn that life processes common to humans and other animals include nutrition, growth and reproduction
- Learn about the main stages of the human life cycle

In addition, the Y6 children will watch Living and Growing 3. This reassures young people about the normality of puberty and adolescence (Program 7 and 8). Program 9 considers sexual stereotyping and how sex is presented in the media. It is important that children watch these as a class. However, follow up discussion will be done in single - gender groups. This will include an additional video provided by the School Health Nurse, a separate programme for each the girls and the boys.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the relevant authorities about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of KS2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Key Stage 3 (Year 7 and 8)

Involvement of outside agencies - as recommended by the School Nurse will help deliver some aspects of SRE, as she will be able to deliver from a different perspective, which can only enhance the SRE. She will also run a drop - in service for the Y7 and 8 children following their SRE.

- Confidentiality

Teachers should encourage questions, and should answer them openly and honestly. The question asked may well be of general interest to the class; however, if it requires explicit information appropriate only to the individual, the teacher should not respond to the whole class but to the individual as appropriate. When children are looking for advice the teacher should, wherever possible, encourage them to seek advice from their own parents or guardians and, if appropriate, from the relevant health service professional.

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. Child protection coordinator will then deal with the matter.

- Involvement of parents

While the school is aware of its legal requirements, it remains sensitive to the wishes of parents and the beliefs of the local community. The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and co-operation.

To promote this objective we:

- i. inform parents about the school's sex education policy and practice
- ii. answer any questions that parents may have about the sex education of their child
- iii. take seriously any issue that parents raise with teachers or directors about this policy, or about the arrangements for sex education in the school;
- iv. encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- v. inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers given to children at home

We believe that, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents with worries or concerns should be invited to contact the school. Experience suggests that worries expressed by parents can often be allayed by sensitive responses. They should never be ignored.

Monitoring and Evaluation of the Learning

Our programme of Sex and Relationship Education is evaluated at the end of each unit by

- discussion within each teaching team
- by formative assessment during the delivery of the unit through pertinent questioning
- by summative assessment for Key Stage 2 children at the end of the unit

Monitoring of Sex and Relationship Education is achieved through regular feedback to the co-ordinator regarding the extent to which each unit's objectives have been achieved. In the case of Science units each team is expected to complete a unit review:

- through retaining examples of written work
- through discussion on resources – suitability /shortages etc
- through regular feedback from School Health Nurse
- through feedback from parents

We acknowledge the principle underlying the effective Sex and Relationship Education is best achieved through a whole school approach, which ensures that this policy is set for the age and maturity of the pupils. This includes:

- Involving parents and carers
- Giving staff appropriate training and support
- Ensuring that pupils' views are listened to

We also acknowledge and respect parents' rights to withdraw their child from the SRE programme. This policy has been formulated with the collaboration of the children, parents and staff of Grange School.