



Parkland
Primary School

Learning together

Sex and Relationships Education Policy

Sex and Relationships Education Policy

Established by:

First Issued:

Revised by:

Last reviewed:

Next review due:

	Rob Rowell		
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Aims

We strive to

- To promote self-esteem and emotional health and well being
- To promote the importance of friendship and family life
- To help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- To inform children on matters of personal hygiene and related health issues
- To enable children to develop confidence and responsibility
- To support children appropriately in understanding how they are changing physically and emotionally
- To nurture a responsible attitude towards personal relationships including
- aspects of mutual respect and care and to develop sensitivity in a loving
- relationship
- To teach children about human reproductive processes and sexual health

Organisation of Provision

We teach Sex and Relationships Education within the framework for PSHE and the National Curriculum. While the main provision is in our PSHE curriculum, aspects of Sex and Relationships Education are taught through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

The class teacher is responsible for delivering the curriculum; the PSHE coordinator is responsible for monitoring the planning of PSHE, including Sex and Relationships Education and implementation of the policy. Teachers will encourage outside agencies to provide expert advice/input into the Sex and Relationships Education curriculum. We liaise with the School Nurse about suitable teaching materials to use with our children in these lessons. Health professionals and other agencies supporting the delivery of any aspect of Sex and Relationships Education in the classroom setting should be working within the school's Sex and Relationships Education policy, on the instructions of the Head teacher and a member of teaching staff should be present. However, when they are working with children and young people on an individual basis, they should follow their own professional codes of conduct.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies as they grow. We encourage the children to ask for help if they need it.

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Answering difficult questions

Both formal and informal Sex and Relationships Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area. Teachers conduct SRE 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, or if a child indicates that they may have been a victim of abuse, then the teacher will take the reference seriously. They will not try to investigate, but will immediately inform the named person in role as Child Protection co-ordinator about their concerns. The Head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Inclusion

All children have appropriate next steps in learning, no matter what their ability level might be. This is achieved using a range of teaching and learning strategies. Common tasks may be set that are open ended and that may result in a range of responses. A number of tasks may be designed, each increasing in difficulty and with the expectation that not all children will complete every task. Children may be ability grouped and set different tasks, or may be supported more by teachers and teaching assistants.

Resources and equipment of different complexities may be provided for the children. These strategies ensure that the most gifted child and the child with the greatest degree of learning difficulty can be catered for.

Parental involvement

We work in partnership with parents so they recognise the importance of this aspect of their child's education. Parents are the key people in teaching their children about sex and relationships, maintaining the culture and ethos of the family and helping their children cope with the emotional and physical aspects of growing up.

We inform parents when aspects of the Sex and Relationships Education programme are taught, and provide opportunities for parents to view the videos and resources being used. We arrange a meeting for all parents and carers of children in Year 5 & 6 to discuss this particular programme of lessons, prior to them being taught, (although all parents are welcome to attend) to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum, alternative work would be set by the class teacher in such cases.

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The DfEE will offer a standard pack of information through the school to those parents who withdraw their children from the Sex and Relationship Education programme.

Monitoring and review

Teachers assess the children’s work in Sex and Relationships Education as part of PSHE by making formal judgements as they observe the children during lessons. Once the children complete a unit of work, teachers make a summary judgement of the work for each pupil as to whether they have yet to obtain, have obtained or have exceeded the expectations of the unit. Results are recorded in assessment files and are used to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The PSHE and citizenship subject leader is responsible for monitoring the standard of the children’s work and the quality of teaching in these subjects. The subject leader is also responsible for supporting colleagues in the teaching of Sex and Relationships Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Children are also asked to self- assess in Sex and Relationships Education as part of the wider PSHE curriculum using a number of strategies. This is particularly valuable because of the personal content of the subject.

Success criteria

We will know that our Sex and Relationships Education provision as part of the wider PSHE and citizenship scheme is successful when

- children are engaged and active in their learning
- Sex and Relationships Education is an integral part of a broad and balanced creative PSHE and citizenship curriculum
- the skills and knowledge that the children have are age related or better
- all children demonstrate developing awareness and consideration of themselves and those around them.

Year 1 & 2	Healthy and Safer Lifestyles unit 6 SR 1 “Sex and Relationships Education” Yr1-2	Healthy and Safer Lifestyles 10 SR 2 “Sex and Relationships Education” Yr1-2
Year 3	Healthy and safer lifestyles 13 SR 3 “Sex and Relationships Education” Yr3	

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Year 4	Healthy and safer lifestyles 17 SR 4 "Sex and Relationships Education" Yr4	
Year 5	Healthy and Safer Lifestyles 20 SR 4 "Sex and Relationships Education" Yr5	
Year 6	Healthy and Safer Lifestyles 24 SR 4 "Sex and Relationships Education" Yr6	

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