



# South Haringay School

## Sex and Relationships Education Policy

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**Member of staff responsible: Harriet Gervasio**

**Date approved by Governing Body: October 2016**

**Date to be reviewed: Autumn 2019**

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We have based the school's Sex and Relationship Education policy on the DfES guidance document Sex and Relationship Education Guidance (ref: DfES 0116/2000). In this document, SRE is defined as 'learning about physical, moral and emotional development. It is about stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. However 'care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. Sex and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any sexual orientation.

### Context

We teach SRE in the belief that:

- Sex and relationships education should be taught in the context of family life;
- Sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self – control.

### The National Healthy School Standard

We now participate in the Haringey Healthy Schools Programme, which promotes health education. As participants in this scheme we:

- Consult with parents on all matters of health education policy;
- Train all our teachers to teach sex and relationships education;
- Listen to the views of the children in our school regarding sex and relationships education, look positively at any initiatives that support us in



providing the best sex and relationships education programme that we can devise.

## **What and How we Teach**

SRE is taught through the PSHE curriculum using the Cambridgeshire Personal Development Programme for EYFS and KS1. SRE is taught discreetly in PSHE lessons and links are made to other areas of the curriculum where relevant. The PSHE curriculum is taught through the themes: Myself and My Relationships, Citizenship, Healthy and Safer Lifestyles and Economic WellBeing.

SRE teaches children about the emotional, social and physical aspects of growing up and relationships in order to equip them with the information, skills and values to have safe fulfilling relationships and take responsibility for their own health and wellbeing.

We teach children about the differences between boys and girls, naming body parts, babies and changing as we grow up and friends and family. We also teach what areas of the body are private and should not be touched and who they can talk to if they are worried.

IN EYFS we teach children:

- What does my body look like?
- How has my body changed and grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean?
- How am I learning to take care of myself and what do I still need help with?
- Who are the trusted members of my family and trusted people who look after me?
- How do I feel about growing up?

In year 1 we teach children:

- What are the main parts of the body?
- What can my body do?
- When am I in charge of my own body?
- Do I understand how amazing my body is?
- How can I keep my body clean?
- How can I stop common illnesses and disease spreading?

In year 2 we teach children:

- How do babies change and grow?
- How have I changed since I was a baby?
- What do babies and children need?
- What are my responsibilities now I am older?

### **Assessment:**

Teachers integrate effective assessment for learning strategies in all curriculum areas. Each class keeps a record of their PSHE work in a 'Special Book' and work is also evidenced in displays in classrooms and around school.



## **In Key Stage 2 we teach children:**

### **Year Three:**

- Living and non-living things
- Relationships – family and friends
- Similarities and differences – feelings, best and worst days appearance, girls and boys, naming body parts, class survey
- Life-cycles – growing and changing

**Resource:** Channel 4 - Living and Growing Unit 1

### **Year Four:**

- Life-cycles – Animals and humans
- Birth Fact File – Personal development
- Growing up – Puberty: physical and emotional changes
- What Can We Do? – strategies to deal with physical changes and emotional changes during puberty
- Parts of the body – naming all parts of the body including external sexual organs
- My Friend – Relationships beyond the family
- Achievements – recognising and celebrating individuals

**Resource:** Channel 4 - Living and Growing Unit 1

### **Year Five:**

- Puberty - How the body changes at each stage of development and emotional changes
- Locate and name the parts of the body, including the internal and external sex organs.
- Clean Choices – personal hygiene
- Growing up – menstruation (coping with periods, sanitary protection) and wet dreams (same sex lessons)

**Resource:** Channel 4 - Living and Growing Unit 2

### **Year Six :**

- Love and Marriage – family, friends and perspectives on marriage
- Emotional and physical changes during puberty
- Identifying internal and external body parts
- Looking at different relationships between adults
- Conception and pregnancy
- The influence of the media on relationships

**Resource:** Channel 4 - Living and Growing Unit 3



## **Safeguarding**

Sex and Relationships lessons are a time when teachers will have an opportunity to directly address issues that help keep children safe. Lessons in each year group will support children in understanding what denotes appropriate and inappropriate touching by others. We will seek to empower children to be clear about the boundaries of physical contact with others, whether the 'other' is a stranger or someone known to the child. Children will be reminded about who they can talk to if they are concerned that someone has crossed these boundaries, and be encouraged to report any incident, regardless of whom the individual is.

The protocols of our Sex and Relationship Education policy make it explicit that no personal remarks or information should be made in public. Any private or personal issues can be discussed with a teacher but information disclosed must not be kept confidential if the child's safety is at risk.

## **The Role of parents/carers**

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents/carers about the school's sex and relationships education policy and practice;
- Answer any questions that parents/carers may have about the sex and relationships education of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school.

Parents/carers have the right to withdraw their child from part of their sex and relationships education, *but not that part which is delivered in the science curriculum*. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the program they do not wish their child to participate in. The school always complies with the wishes of parents/ carers in this regard.

## **The Role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health



professionals, give us valuable support with our sex and relationships education program.

### **Confidentiality**

Teachers conduct all lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals and social services.

### **The role of the headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about sex and relationships policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **Monitoring and review**

The curriculum committee of the governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex and relationships program that we teach in our school.