

# Flowery Field

## Policy for Relationship and Sex Education

### Summary

All pupils are entitled to know about how babies are born and the necessary emotional relationships required helping new life be sustained and developed.

At Flowery Field it is important for class teachers to understand the emotional and maturity level of pupils in order to deliver appropriate facts, allow discussion and create a mutually supportive environment for all pupils to learn and develop their understanding of birth and relationships.

Parents need to be key partners in developing children's understanding of this important aspect of learning.

All concerned need to be aware and respectful of cultural differences that may be represented within our community.

## **POLICY FOR RELATIONSHIP AND SEX EDUCATION**

At Flowery Field we value the importance of relationship and sex education to help and support young people through their physical, moral, spiritual, cultural and emotional development. This programme is linked closely to the Policy for Personal, Social and Health Education, Relationship and Sex Education Guidance and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the relationship and sex education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

### **What is Relationship and Sex Education?**

Relationship and Sex education is about physical, moral, spiritual, cultural and emotional development. It is about the understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life. It is also about the teaching of sex, sexuality and sexual health.

Relationship and Sex education has three main elements.

#### 1. Attitudes and values:

- ◆ learning the importance of values and moral considerations
- ◆ learning the value of family life, marriage and stable relationships
- ◆ learning the value of love, respect and care.

#### 2. Personal and social skills:

- ◆ learning to manage emotions and relationships confidently and sensitively
- ◆ developing empathy and self-respect
- ◆ learning to make choices without prejudice
- ◆ appreciating the consequences of choices made
- ◆ managing conflict
- ◆ recognising and avoiding exploitation and abuse

#### 3. Knowledge and understanding:

- ◆ learning about and understanding physical development
- ◆ understanding reproduction, sexual health, emotions and relationships.

### **The Philosophy of the School**

It is the philosophy of Flowery Field that all children experience a planned programme of Relationship and Sex education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The Relationship and Sex Education programme will reflect the school ethos.

The school believes that RSE will be developmental and provide a foundation for further work in the secondary school.

### **Aims and Objectives of the Policy**

- ◆ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- ◆ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.

- ◆ To foster the ability to manage relationships in a responsible and healthy manner.
- ◆ To promote the value of loving relationships and of family life.
- ◆ To recognise that marriage is an important, but not exclusive, context for family life.
- ◆ To provide knowledge of human reproductive processes.
- ◆ To inform children on matters of personal hygiene and related health issues.
- ◆ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ◆ To educate against discrimination and prejudice.
- ◆ To empower children to make informed choices about their developing sexuality.

### **Areas of Responsibility**

#### **Governors**

- ◆ To ensure the legal framework is followed.
- ◆ To consult with parents on the determination of the school's sex and relationship education policy.
- ◆ To implement the sex and relationship education policy through the Head Teacher.
- ◆ To implement the reviews.

#### **Head Teacher**

- ◆ To implement the Sex and Relationship Education Policy and use SEALS programme in conjunction with this.
- ◆ To ensure the policy is followed.
- ◆ To liaise with the Governors on the teaching in school.
- ◆ To liaise with parents / carers.
- ◆ To disseminate information to staff.
- ◆ To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- ◆ To ensure continuing professional development for staff.
- ◆ To ensure that all staff are aware of confidentiality issues and procedures.

#### **Class Teacher**

- ◆ To prepare long- and short-term plans to include Sex and Relationship Education in the Curriculum.
- ◆ To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- ◆ To ensure absent pupils have access to information, especially surrounding puberty.

#### **School Nurse/Health Service Specialists**

- ◆ To give support throughout the school, when appropriate.
- ◆ To take single sex education lessons for Year 6 (i.e boys and then girls) on puberty (dependant on availability of National Health Service)

#### **The Special Needs Co-ordinator**

- ◆ To assist in the development of the school's policy concerning the welfare and educational needs of all children at Flowery Field.
- ◆ To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

#### **Policy, Formation and Consultation Process**

The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance 0166/2000*. (See attached Key Points – appendix 1)

The Governors agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents or guardians were consulted *during an open evening* and given the opportunity to ask questions of the teachers, Governors and others within the community involved with sex and relationship education. Pupils were consulted *during PSHE lessons*. The full Governing Body finally agreed the policy.

#### **Equal Opportunities**

In support of the Equal Opportunities Policy, all Flowery Field pupils, regardless of age, ability, gender race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty.

#### **Organisation of School Sex and Relationship Education**

### **Who Will Teach It?**

All teaching staff (class teachers) will teach sex and relationship education as part of the Science and the PSHE Curriculum. Opportunities will be provided in Year 6 for separate lessons on physical changes, and puberty. Other members of staff, including the School Nurse might be involved in these lessons.

### **Methodology and Approach**

There will be a whole-school approach – from the foundation stage to Year 6. Progression and continuity are built into the programme. The subject will be taught in a *cross-curricular way as well as a dedicated lesson*, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction.

### **Dealing with Sensitive Issues**

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established.

- ◆ Teachers should not enter into discussions about personal issues and lifestyles.
- ◆ No one (child or adult) has to answer a personal question.
- ◆ Nobody is forced to take part in discussion.
- ◆ In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- ◆ Meanings of words are explained in a sensible and factual way.

### **Flowery Field Relationship and Sex Education Scheme of work in the Primary School**

Relationship and Sex education is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier, safer lifestyle.
4. Developing good relationships and respecting differences between people.

Through relationship and sex education, the children should:

- ◆ develop confidence in talking, listening and thinking about feelings and relationships
- ◆ be able to name parts of the body and describe how their bodies work
- ◆ be able to protect themselves and ask for help and support
- ◆ be prepared for puberty.

Within the Science Curriculum, the children should:

Key Stage 1:

- ◆ know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- ◆ recognise the main external parts of their bodies
- ◆ know that humans and animals can produce offspring, which grow into adults
- ◆ recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

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

\*Parents should be aware that children cannot be withdrawn from these Science lessons.

### **Specific Classroom Arrangements**

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

If required within Key Stage 2 girls are taught separately about menstruation, boys about changes including wet dreams to avoid possible embarrassment. Girls and boys are taught about issues, such as sexual stereotyping and menstruation together, thus treating the issues as part of the broad sex education programme and in particular avoiding boys' misconceptions and speculation.'

### **Curriculum Entitlement**

Relationship and Sex education will be taught at Flowery Field within PSHE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a Health Professional is invited to address the children. Children with Special Educational Needs relating to sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

### **Procedures for Reviewing the Effectiveness of the Programme**

Topics are reviewed through short and long term plans. Staff and Governors review the Sex and Relationship Education Policy. Parents and pupils are invited to comment at each review

### **Assessment, Recording and Reporting**

Formative assessment will be carried out by the class teacher and used to inform planning, about where the pupils are emotionally.

### **Monitoring and Evaluation**

Pupil evaluation of lessons will be used to inform future planning.

### **The Primary/Secondary Transition Year**

The transition year before pupils move to Secondary School is considered a crucial one at Flowery Field. The school supports pupils' emotional and physical development. In this year, the children will be taught, or will already have been taught:

- ◆ changes in the body related to puberty, such as periods, voice-breaking and body hair
- ◆ when these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- ◆ how a baby is conceived and born.

All topics will be taught to each gender in single sex and joint sessions as appropriate.

### **Specific Issues:**

#### **Child Sex Abuse Procedure**

The Child Protection Procedures as laid down by the School and LEA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the school for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

**Confidentiality** should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures. A copy of this is available in school for parents.

The child / young person will be offered appropriate and sensitive support.

#### **Vulnerable Young People**

*Schools have a role in ensuring that vulnerable young people receive appropriate support through the curriculum, pastoral system and referral to other services. All members of staff need to feel confident in identifying pupils who may be experiencing difficulties and be clear about where and how support can be accessed.*

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education.

#### **Child Withdrawal Procedure**

Sex education at Flowery Field is taught across the Curriculum and it is not possible to separate all the sex education lessons. There will be, sometimes, specific lessons at which Health Professionals are invited to address the children in the presence of the class teacher. Notification is always sent to parents in advance. If parents wish to withdraw a child they should discuss their concerns with the Head Teacher.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the sex education lesson is over.

#### **Complaints Procedure**

If a parent or guardian has any cause for concern about the Sex Education Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved, the Governors can be contacted.

#### **Procedures for the Involvement of Health Professionals and Visitors**

Visiting Health Professionals are involved in the implementation of the Sex Education Policy only after consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. All visitors will agree a contract between the school and themselves.

#### **Working with Parents**

Flowery Field seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

Parents were consulted before the formal policy document was submitted to the full Governing Body for approval. Local Health Care Professionals are invited when necessary to take part in the presentation of the document to parents to provide any additional information and support.

**Dissemination of the policy**

Every parent or guardian can request a copy of the policy. A copy of the policy is sent to those parents and guardians who request one. A copy can be obtained from the Head Teacher or on the school website.

The policy is presented to all staff and a copy made available to them *on the school intranet*.

**Training**

- *Flowery Field is committed to the professional development of all staff.*
- *Training is available for Year 5 and 6 pupils in peer mediation and play leading to enable them to support the development of effective relationships.*
- *School Council is an opportunity for pupils to consider the views of others and make a difference.*

## Further Information

### Useful Documents and Resources

DfEE DfES/DH	Sex and Relationship Education Guidance (Circular 0116/2000) National Healthy School Standard Guidance 1999 National Healthy School Standard – Getting Started – A Guide for Schools
QCA	The National Curriculum Handbook 2000 for Primary Teachers in England Secondary Teachers

### Useful Websites

[www.childline.co.uk](http://www.childline.co.uk)

[www.clued-up.org.uk](http://www.clued-up.org.uk)

[www.crush-onu.co.uk](http://www.crush-onu.co.uk)

[www.wiredforhealth.co.uk](http://www.wiredforhealth.co.uk)

[www.ruthinking.co.uk](http://www.ruthinking.co.uk)

[www.fpa.org.uk](http://www.fpa.org.uk)

[www.brook.org.uk](http://www.brook.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

[www.teenagepregnancyunit.gov.uk](http://www.teenagepregnancyunit.gov.uk)

[www.nw-teenagepregnancy.info](http://www.nw-teenagepregnancy.info)

### Websites for parents (*examples*)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

[www.parentalk.co.uk](http://www.parentalk.co.uk)

[www.e-parents.org](http://www.e-parents.org)

[www.ncb.org.uk](http://www.ncb.org.uk)

### Appendices:

1. Extracts from Sex Relationship Education Guidance 2000
2. Good Practice SRE Ofsted 2002
3. Extracts from National Healthy Schools Standard Guidance 1999
4. Contract for the involvement of Health Professionals and Visitors.
5. Schemes of work
6. List of age appropriate resources used.

## **Appendix 1**

### **1. Sex and Relationship Education Guidance DfEE 0116/2000**

Developing a policy for SRE – Key Points:

- All schools must have an up to date SRE policy, drawn up by the governing body, and available to parents and for inspection.
- This should be developed in consultation with parents and the wider community.
- Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
- Policies should be inclusive of all pupils.
- Having a policy in line with this guidance will be a key part of meeting the criteria for SRE outlined in the National Healthy School Standard.

## Appendix 2

RSE Policy –  
Good Practice for RSE: (Ofsted 2002)



- ❖ State the aims and objectives for the programmes and explain how the aims will be fulfilled
- ❖ Are based on consultation with parents and the wider community
- ❖ Establish the framework of values within which the teaching of SRE is set
- ❖ Define the content of the programme and how the needs of the individual will be met and link to child protection procedures
- ❖ Give guidance on teaching methods
- ❖ Spell out the arrangements for pupils who are withdrawn from aspects of SRE
- ❖ Specify the means of review and evaluation and the timetable for these processes

(Ofsted) Effective personal skills to be considered during lesson planning – pupils need to be given the opportunity to develop and reflect on skills, such as those needed to:

- ❖ Communicate a point of view clearly and appropriately and listen to the view of others.
- ❖ Make sensible choices about what to do in particular situations.
- ❖ Manage relationships with friends confidently and effectively.
- ❖ Act responsibly as an individual and as a member of a group.

## Appendix 3

### **National Healthy School Standard**

#### Accompanying guidance

A whole school approach

Wider school context:

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- The whole school community (pupils, staff, parents, governors and community partners) is invited to take part in policy development, physical, social and cultural activity and support each others learning.

.....

section b) policy development, for example in sex and relationships education, drug education (including alcohol and tobacco)

- The school develops all policies in line with legal requirements and non-statutory guidance.
- The school has established mechanisms for involving the whole school community in policy development and implementation such as parent forums.
- The roles and responsibilities of the whole school community are clearly defined in all policies.

**Appendix 4**

**Contract between**

.....(Name of Agency)

.....(Name of School)

Agency Contact Details	School Contact Details																		
Contact person: Address:  Tel: Fax: E-mail:	Contact person: Address:  Tel: Fax: E-mail:																		
Session Details:  Date:  Time:  Number of pupils:  Age of pupils:	Meeting point:  Classroom location:  Name/of agency/tutors:  Name/s of teacher/s to be present in sessions:																		
Room layout: Who will prepare the room:  When will the room be prepared:	<table border="0"> <tr> <td>Equipment needed:</td> <td style="text-align: center;">Provided by</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Visitor</td> <td style="text-align: center;">School</td> </tr> <tr> <td>.....</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>.....</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>.....</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>.....</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Equipment needed:	Provided by			Visitor	School	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....	<input type="checkbox"/>	<input type="checkbox"/>
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Aims and Objectives of the Session  1.  2.  3.  4.  5.  6.																			

What have the pupils already done related to this topic?
How will the work fit into the Sex and Relationship Education Programme?
Have the materials/resources to be used in the session been seen and agreed by:  Teacher/co-ordinator <input style="margin-left: 100px;" type="checkbox"/> Visitor <input style="margin-left: 100px;" type="checkbox"/>
Has classroom control been discussed and agreed by visitor and the teacher?
Have the format and teaching methods been agreed?
Has the role of the teacher during the session been agreed? <ul style="list-style-type: none"> <li>◆ Participative</li> <li>◆ Co-tutor</li> <li>◆ Non-participative</li> <li>◆ Other</li> </ul>
Have boundaries and use of language been discussed?
Evaluation <ul style="list-style-type: none"> <li>◆ Feedback from school to visitor</li> <li>◆ Feedback from visitor to school</li> <li>◆ Feedback from pupils</li> </ul>
How will the session be followed up?
Confidentiality has been discussed and the school and agency has exchanged confidentiality policies. Yes <input style="margin-left: 100px;" type="checkbox"/> No <input style="margin-left: 100px;" type="checkbox"/>
Signed.....Designation.....Visitor
Signed.....Designation.....School
Date: .....

### Scheme of Work - Content for Key Stage 1 and 2

At Flowery Field, the Scheme of Work for relationship and sex education is taught under the following headings. Progression and continuity are built into the programme from Reception to Year 6.

<b>Relationships</b>	
<b>1. Myself as an individual</b>	<ul style="list-style-type: none"> <li>▪ Loving, caring and supportive relationships and family life</li> <li>▪ Exploring and expressing feelings and emotions</li> <li>▪ Who cares for me?</li> <li>▪ Secrets</li> <li>▪ Promoting self-image</li> </ul>
<b>2. Myself and my friends</b>	<ul style="list-style-type: none"> <li>▪ Friends and friendships</li> <li>▪ Keeping safe</li> <li>▪ Feelings</li> </ul>
<b>3. Myself and the wider community</b>	<ul style="list-style-type: none"> <li>▪ Living and working together</li> <li>▪ Safety</li> <li>▪ Similarities and differences</li> <li>▪ Valuing</li> <li>▪ Celebrating the fact that everybody is unique</li> </ul>
<b>Family Life</b>	
<b>1. Family patterns</b>	<ul style="list-style-type: none"> <li>▪ Identifying key members of a family and special people in life</li> <li>▪ Describing the different roles of individuals in a family</li> <li>▪ Knowing that there are different types of family</li> <li>▪ Distinguishing between family and friendly relationships</li> <li>▪ Life cycles, birth, parenthood, childhood and adulthood</li> </ul>
<b>2. Family responsibility</b>	<ul style="list-style-type: none"> <li>▪ Birth and marriage</li> <li>▪ Parental care</li> <li>▪ Family units</li> <li>▪ Working and playing together</li> </ul>
<b>3. Family emotions</b>	<ul style="list-style-type: none"> <li>▪ Identifying, discussing and expressing emotions</li> <li>▪ Exploring parental love</li> <li>▪ Understanding loss and separation</li> <li>▪ Interpreting visual signs of emotion</li> </ul>
<b>Growth and Development</b>	
<b>1. Self-awareness</b>	<ul style="list-style-type: none"> <li>▪ Myself as an individual</li> <li>▪ Gender issues</li> <li>▪ Stereotypes</li> <li>▪ Physical and emotional change</li> <li>▪ Exploring developing responsibility</li> </ul>
<b>2. Physical change</b>	<ul style="list-style-type: none"> <li>▪ Understanding life cycles</li> <li>▪ Charting growth</li> <li>▪ Exploring change</li> <li>▪ Looking after my body</li> <li>▪ Changes in puberty Years 6</li> <li>▪ Sexual reproduction</li> </ul>
<b>3. New life</b>	<ul style="list-style-type: none"> <li>▪ New life</li> <li>▪ Conception and birth</li> <li>▪ Care and responsibility</li> </ul>