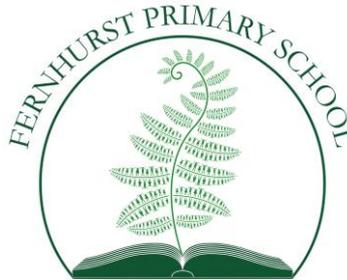


FERNHURST PRIMARY SCHOOL



Nurture | Explore | Achieve

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Sex and Relationships Policy



Created	October 2016
Responsible Committee	Finance and Resources
Approved	October 2016
Next Review	July 2020

Policy for Relationships and Sex Education

Introduction

The importance of Relationships and Sex Education to the curriculum

Effective relationships and sex education is essential if young people are to make informed decisions about their lives. It is lifelong learning about physical, moral and emotional development. Relationships and sex education is about attitudes and values and the understanding of the importance of marriage for family life as one example of a stable and loving relationship. It is about respect, love and care.

This policy reflects the wishes and views of parents, teachers, pupils and governors.

The children will explore the importance of stable, happy relationships and the part that they play in their own lives, in the lives of others and within other faiths and cultures. This will allow the children to enjoy, understand and appreciate the relationships that enrich their own personal lives and enable them to understand the roles they and others play in society. In our Primary School setting, children will learn about sex (reproduction) and the physical and emotional changes connected with adolescence but not about the promotion of sexual orientation or sexual activity.

The Relationships and Sex Education policy is part of the school's broader policy for personal, social and health education, including drugs education.

The objectives of relationships and sex education:

The school will:

- Consult with parents and carers and keep them informed;
- Provide a secure sensitive and caring framework where learning and discussions can take place;
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the children;
- Encourage the correct use of vocabulary throughout the school;
- Foster self-worth and awareness, together with a sense of moral responsibility;
- Help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness;
- Ensure that sex education is available to all the children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities;

Strategy for implementation

Entitlement and curriculum provision

Relationships and Sex Education is delivered through the Personal, Social, Health Education and Citizenship curriculum framework. The framework helps to give pupils the knowledge, skills and understanding they need to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Teaching and Learning

The class teachers are responsible for teaching all the pupils Relationships and Sex Education, which is relevant to each class. When it is appropriate, time from the PSCHE curriculum allocation is blocked to enable more sustained work in Year 6.

The programmes of study will be tailored to the age, physical and emotional maturity of the children. It will ensure that the boys and girls in our school know about puberty and how a baby is born – as set out in the Key Stage 1 and 2 National Science Curriculum.

Most teaching will take place in a whole class setting where groups will be of mixed age and gender. However, teaching methods do need to take account of developmental differences of children and the potential for discussion on a one to one basis or in small groups. On occasions, it may be appropriate for a single sex group to be formed, for example Year 6 girls' discussion on how to deal with the challenge of menstruation.

We recognise that teachers are entitled to support and training in this area of the curriculum, including how to deal and answer more challenging questions. Resources and expertise from our school nurse will be utilised with our teaching staff. We shall attempt to answer questions in a sensitive, open and frank way. Difficult or explicit questions do not have to be answered directly and teachers will use their own discretion in these situations. When necessary teachers will consult with parents and carers.

Inclusion

Teachers will provide differentiated activities, support and resources for work. Additional support and differentiation will be provided with SEND pupils, with extension and more demanding activities provided for higher attaining pupils.

Continuity and Progression

In early primary school years, education about relationships will focus on family relationships, friendships, bullying and the promotion and building of self-esteem. It is our intention that all the children in Key Stage 2, including those who develop earlier than the average, will be taught about puberty before they experience the onset of physical changes.

The Role of Parents and Carers

At Fernhurst Primary School parents and carers are actively encouraged to be involved in their children's learning. We believe that learning about Relationships and Sex Education is an ongoing process, which should start in the home and continue at school.

Parents of the children in Year 6 are invited to an afterschool presentation so that they can be informed about the detailed content of what will be taught (and resources are sometimes sent home), in preparation for the next stage of their education.

Right to Withdrawal from Lessons

Parents have a right to choose to withdraw their children from these sessions if they feel they would be inappropriate. Written notice will be given when the lessons are going to be taught to give parents time to organise this if they wish.

Assessment, Reporting and Recording

This is done by each class teacher acting appropriately to the responses of individual children. This will direct future planning of subsequent sessions and allow for individual attention where necessary. No recording or summative assessment is made in this subject area.

Leadership and Management

Staff Development and Training Opportunities

The Headteacher and the Year 6 teacher are responsible for carrying out an audit of and training and recourse needs in this area of the PSCE curriculum. Training needs are fulfilled through CPD, by visits from our school nurse and other local training and conferences organised by the Trust, LA or other providers. All training is evaluated by the teacher and information disseminated to the staff.

Leadership and Management Roles

The Headteacher and Year 6 teacher is responsible for the planning and the management of this area of PSCE and provisions of resources. The Headteacher is responsible for the overall implementation of the Sex and Relationships Policy.

How the subject is evaluated and monitored

The Headteacher and Year 6 teacher are responsible for monitoring the coverage of Relationships and Sex Education and for working with the teachers to monitor standards of teaching through scrutiny of planning, of work and classroom observation.

The Headteacher monitors the implementation and effectiveness of the policy and curriculum planning. It is expected that assessment will take place informally during lessons through discussions and observations.

Review

This policy will be reviewed in line with the school's policy review programme. The Headteacher is responsible for reporting to the Governor's Curriculum and Standards Committee about the quality of its implementation. In the light of this, policy amendments may be made.

Useful Publications:

DfE. Government Response: Life lessons: PSHE and SRE in schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/446038/50742_Cm_9121_Web.pdf