



Policy for Sex and Relationships Education

Aims and Objectives:

Sex and Relationship Education will, in line with the ethos of the school, support pupils through their physical, emotional and moral development by providing them with clear information and opportunities to relate this to wider consideration. It is about the understanding of the importance of stable and loving relationships and marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health but not the promotion of sexual orientation or sexual activity.

Like the whole of PSHE and Citizenship, Sex and Relationship Education has 3 main elements:

- *personal and social skills
- *knowledge and understanding
- *attitudes and values

It will:

- Demonstrate and encourage the values of respect and responsibility for self and others
- Be accurate and reassuring to the pupil, promoting spiritual, moral, cultural, mental and physical development
- Encourage pupils to be open with their questions and about their feelings.
- Generate an atmosphere where children can be comfortable asking questions about sexuality and reproduction and where teachers will answer awkward questions honestly and frankly and as they arise.
- · Focus on relationships, trust and love, to prepare pupils for the opportunities, responsibilities and experiences of life

In order to achieve our aims, we will endeavour to:

- Be sensitive to pupils of all cultures and religious communities.
- Ensure that teachers and pupils respect each others privacy. Discussions will be kept to the 'general' rather than the 'actual'
- Make the Sex and Relationship Education programme appropriate to the age and understanding of the pupils.
- Provide a range of resources appropriate to the age and ability of the child

General content of sex and relationships education programme:

Sex and Relationship Education should contribute to the foundation of PSHE and Citizenship by encouraging all children:

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To know where to ask for help and support.
- To protect themselves in difficult situations.
- Help children understand that they have rights and control over who touches their bodies
- To know about relationships and family life
- To understand feelings and emotions
- To stress the needs of children and the role of people who care for them
- To be able to name parts of the body and describe how their bodies work.
- To prepare for puberty, develop an awareness of personal hygiene
- Explain the nature of human reproduction

Organisation of Sex Education:

Working with parents

The school is committed to working with parents. It is school policy that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship Education within the PSHE framework.

Under the Education Act 1993 parents can withdraw pupils from any aspect of sex education that is outside the compulsory elements of the Science National Curriculum. Parents wishing to withdraw their children will be invited to speak to the Headteacher to discuss their concerns. Parents should be aware that children discuss these issues in the playground. Once a pupil has been withdrawn they cannot participate in sex education lessons until the request for withdrawal has been removed. Parents will be informed when a course of sex education is about to take place.

Provision for Pubertal Pupils

Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods.

Girls starting their periods have unrestricted access to sanitary facilities kept by Year 5 & 6 staff. Sanitary bins are provided in the girls' toilets. Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods.

Links with other school policies:

This Sex and Relationship Education policy is a linked part of the overall school Policy for PSHE and Citizenship. There are also links to the school's Science, Equal Opportunities and Teaching and Learning Policies.

The school policies for child abuse, behaviour, anti-bullying and complaints procedures may be consulted if related issues arise during the course of the Sex and Relationship Education programme. The school follows LEA guidelines for dealing with abuse.

Child Protection / Confidentiality:

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the school procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

SEN / Equal Opportunities:

All pupils, including those with Special Educational Needs and learning difficulties are included in Sex and Relationship Education lessons. The programme will help pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Use of visitors:

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Monitoring and Evaluation:

The PSHE co-ordinator has responsibility for monitoring the teaching of Sex and Relationship Education and ensuring the programme is being effectively implemented.

The policy will be reviewed every other year. The programme of work for Sex and Relationship Education will be initially reviewed and evaluated after a year and then every other year. This review will be by teachers, analysing whether it meets the priorities and needs of their year group. Feedback from pupils, as well as parents and governors, will also be taken into account.

The content of Sex & Relationships Education:

The subject will be taught to whole classes, not separate sexes, by a teacher who feels comfortable with the subject and knows the children. The school nurse and other health professionals are invited into school to provide expertise and information in SRE for the whole school.

- A variety of teaching methods and resources are used to deliver the SRE programme including circle-time, relationship building games, videos, books, 3D models, photographs, charts and posters
- In Year 5, boys and girls have separate sessions considering puberty and body changes led by the school nurse. These sessions are repeated and extended in Year 6 as mixed classes. Regardless of groupings applied, boys and girls will, however, have equal access to all information.
- A letter is written to parents/carers of pupils in Year 5 and 6, informing them of the SRE programme.
- To ensure complete respect for each other, guidelines and ‘ground rules’ are made very clear to all teachers and pupils, which include no ‘put downs’ or reference to any individual person’s relationships.

Foundation (3 – 5 years)

Attitudes & Values	Knowledge & Understanding	Skills
	<ul style="list-style-type: none"> Understanding of their own family life Help children develop a sense of belonging and strong self-image Understand that people have different needs, views, cultures and beliefs that need to be treated with respect Different kinds of relationships The value and need for trust, honesty, support and respect Recognising and accepting differences Prepare children for changes Understanding appropriate behaviour 	<ul style="list-style-type: none"> Listening Express needs and feelings in appropriate ways – orally, through actions and visual images Ways of solving problems Initiate interactions with other people Resolving conflict Building relationships with other people Communication – using appropriate language Coping with change Dress and undress and manage their own personal hygiene

KS1 Year 1 (3 – 5 years)

Attitudes & Values	Knowledge & Understanding	Skills
<ul style="list-style-type: none"> Consider the value of being part of different groups and communities Be proud of their body, enjoy what it can do and treat it with respect Begin to accept everyone as an individual 	<ul style="list-style-type: none"> People in my life. What they do for me and what I do for them What I like and don't like about other people What they like or don't like about me My moods – feeling happy, sad What makes me happy Understand the concept of growing from young to old that they are growing and changing Understand that boys and girls can both do the same tasks and enjoy the same things Know that people have things in common but that every individual is unique Basic rules for keeping themselves safe and healthy 	<ul style="list-style-type: none"> Recognise safe and unsafe situations Identify and be able to talk with someone they trust Caring for myself – hygiene What helps people to get on with each other. For example listening / sharing

KS1 Year 2 (6 – 7 years)

Attitudes & Values	Knowledge & Understanding	Skills
<ul style="list-style-type: none"> Think about what responsibility means 	<ul style="list-style-type: none"> Why families are special for caring and sharing Feelings in families (e.g love, jealousy) My body and other people's bodies-similarities and differences That animals and humans reproduce That humans and animals can produce offspring and these grow into adults That they have some control over 	<ul style="list-style-type: none"> Be aware that their feelings and action have an impact on others Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk Make a friend, talk with them and share feelings and cope with losing friends Identify and share their feelings with others Responding with increasing

	<p>their actions and bodies</p> <ul style="list-style-type: none"> • Safe places to play and safe people to be with • The needs of babies and young people 	<p>confidence to new people and situations</p> <ul style="list-style-type: none"> • Recognise similarities and differences between themselves and others and treat others with sensitivity • Know the correct names for the external parts of the body including sexual parts
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KS2 Year 3 (7 – 8 Years)

Attitudes & Values	Knowledge & Understanding	Skills
<ul style="list-style-type: none"> • Respect their own and others' bodies 	<ul style="list-style-type: none"> • Feelings –things that make me happy, sad, embarrassed, scared etc • Know what we do that makes each other happy, sad and cross and what helps and what hinders friendships • Changes in my own body and in those of others • Inside my body-the functions of different parts 	<ul style="list-style-type: none"> • Develop confidence when expressing opinions e.g about relationships and bullying • Listen to and support others • Respect other people's viewpoints and beliefs • Recognise their changing emotions with friends and family and be able to express their feelings positively • Identify adults they can trust and who they can ask for help • Caring for myself-hygiene, sleep, exercise

KS2 Year 4 (8 – 9 Years)

Attitudes & Values	Knowledge & Understanding	Skills
	<ul style="list-style-type: none"> • Understand what is meant by "relationships" within families, between friends • Keeping safe • Family trees • Understand that individual responses to events will vary and respect other people's emotions and feelings 	<ul style="list-style-type: none"> • Be self confident in a wide range of new situations, such as seeking new friends • Form opinions which they can articulate to a variety of audiences • Recognise their own worth and identify positive things about themselves • Friendship –who our friends are, how we make and lose friends • Making decisions –influences on me • Dealing with difficult situations e.g teasing and bullying.

KS2 Year 5 (9 – 10 years)

Attitudes & Values	Knowledge & Understanding	Skills
<ul style="list-style-type: none"> • Show care for others as well as themselves • Varied lifestyles in the class and community – differences in others and how we feel about differences 	<ul style="list-style-type: none"> • That the life processes common to humans and other animals include growth and reproduction • About the main stages of the human life cycle • About the physical and emotional changes that take place at puberty, why they happen and how to manage them 	<ul style="list-style-type: none"> • Recognise that actions have consequences for themselves and others • Recognise their own and other people's feelings • See things from other people's viewpoints, e.g their parents and carers • Discuss moral questions

<ul style="list-style-type: none"> • Consider why trust, honesty, understanding and respect are important in established relationships • Appreciate different ways of loving and the importance of love in relationships 	<ul style="list-style-type: none"> • Develop understanding of different types of relationships including marriage and know that there are many different patterns of friendship • Understand more about the changes that take place in human life –parenthood, bereavement, making new relationships • About keeping themselves safe when involved in risky activities • Know people have different attitudes, values and beliefs and that these influence people’s relationships with each other • Know about and accept a wide range of different family arrangements e.g 2nd marriages, fostering, extended families, 3 or more generations living together 	<ul style="list-style-type: none"> • Recognise and challenge stereotypes e.g in relation to gender • Recognise the pressure of unwanted physical contact and know ways of resisting it
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KS2 Year 6 (10 – 11 years)

Attitudes & Values	Knowledge & Understanding	Skills
<ul style="list-style-type: none"> • Feelings about the future, e.g changing schools • Differences and similarities in people • Messages about health and sexuality from television, films, newspapers, etc. • Families and how they behave what members expect of each other • Understand that actions have consequences for oneself and others 	<ul style="list-style-type: none"> • Body changes in me and others – why they are happening • Know and understand how changes at puberty affect the body in relating to hygiene • Know that body changes are a preparation for sexual maturity and understand the processes of conception and birth • Know about the range of human variation, understand what is meant by “normality” and know that their genes and environment can cause differences between people • Why being different can provoke bullying and know why this is unacceptable • Sexuality –what is it and what words describe it • Know about helping agencies which can support families and individuals in different circumstances • Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships 	<ul style="list-style-type: none"> • Balance the stresses of life in order to promote their own mental health and well-being and that of others • Listen to, support their friends and manage friendship problems • Expressing feelings and how we do this, being assertive, not aggressive • Decision making and risk taking • Demonstrate tolerance and respect for others • Know how to deal with friendship problems