

Policy for Sex & Relationships Education

Sex and Relationships Education (SRE) is one aspect of the planned provision for Personal and Social Health Education (PSHE) and is part of the National Curriculum Science order that focuses on the biological elements of SRE. Parents have the right to withdraw their children from all or part of any sex education provided but not from teaching the biological aspects of human growth and reproduction required in the National Curriculum for Science. Sex and relationships education provides knowledge and encourages acquisition of skills and attitudes that allow pupils to manage their lives in a responsible and healthy way. We believe that parents are the key people in teaching their children about sex, relationships and growing up and that our SRE programme will complement and support their role as parents.

Aims

- To help children to develop in confidence so that they can take responsibility for themselves, and make choices for a healthy, safer lifestyle.
- To help children to develop confidence in talking, listening and thinking about feelings and relationships.
- At appropriate stages, children are able to name parts of the body and describe how their bodies work.
- Children know how to ask for help or support.
- To provide information early so that children are prepared for changes in puberty.
- Children respect the differences and value the diversity of different lives and at different stages of the life cycle.

Delivery

SRE is planned as an integral part of the PSHE programme and is delivered by the class teachers. This begins in the foundation stage, when children explore ideas about themselves and how they grow and change. In Y1, themes include Caring for Myself and Keeping Safe.

In our DVD resources, different family groups are represented to meet the needs of children whatever their family circumstances. The DVD's are used to give information and to give context to the themes that the children are studying. DVD's are shown as part of a lesson, which includes opportunities for the children to discuss any questions, or thoughts they have.

The first of these programmes is shown in Y2, recognising and celebrating the differences between people and exploring the question - How did I get here? In Y3 children begin to explore ideas about growing up and in Y4, about changes in families. In Y5 the theme of the video is how babies are made and in the summer term, how bodies and feelings change during puberty. Follow up discussion from the videos takes place in single sex groups, supported by male or female teachers.

In Y6, the children watch a programme that explores changing relationships in families and with friends; they learn how babies are born. As in Y5, follow up discussion takes place in single sex groups, supported by male or female teachers.

Where sensitive issues are dealt with in the programme they will be age appropriate and pay attention to the maturity of those involved. Questions will be answered sensitively but openly and according to the age and maturity of the children. Questions that are inappropriate for the whole class will be acknowledged but dealt with at a later time on an individual basis. Ground rules for discussion will be established to create a safe environment in which no-one will be asked to answer a personal question; no-one will be forced to take part in discussion; only the

correct names for body parts will be used and meanings of words will be explained in a sensible, factual way.

Some girls may experience body changes before the maturity of their peers. Where this occurs we will work with parents to ensure that girls are well equipped to cope with the changes. Regular visits by the school nurse offer opportunities for children to seek information or advice on an individual basis.

The children are made aware that staff cannot offer pupils confidentiality but that their best interests will be maintained. Where questions or comments cause concern the school will contact the parents or operate the school's child protection procedures where required.

The importance of marriage or other stable relationships for family life and for bringing up children will be discussed. The school has an equal opportunities policy and will seek to provide SRE within a climate which demonstrates the importance of stable relationships within acceptable moral values.

The National Curriculum Science requirements within KS1 are:

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Within KS2 they are:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle.

Outcomes

By the end of KS1 pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an effect on other people.

By the end of KS2 pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carer's
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

Monitoring

Monitoring and assessment will be carried out to ensure adherence to the planned programme and to review intended learning outcomes. Children will be given opportunities to reflect on their learning and acquired skills; and to consider what else they need to think or learn about. Learning objectives will be reviewed and reset according to the success of achieving them and to changing needs.

Related Policies

Child protection; Bullying; Behaviour; Science