



C of E Primary School

## **Sex and Relationship Education Policy**

**Reviewed January 2011**

Sex and Relationship Education is defined in the DfEE, '*Sex and Relationship Education Guidance, July 2000*' as 'Lifelong learning about the physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

It has three main elements and we will cover the following:

- attitudes and values:
  - learning the importance of values and individual conscience and moral considerations
  - learning the value of family life, marriage, and stable and loving relationships for the well-being of children
  - learning the value of respect, love and care
  - exploring, considering and understanding moral dilemmas
  - developing critical thinking as part of decision-making
- personal and social skills:
  - learning to manage emotions and relationships confidently and sensitively
  - developing self-respect and empathy for others
  - learning to make choices based on understanding of difference and with the absence of prejudice
  - developing an appreciation of the consequences of choices made
  - managing conflict
  - beginning to learn how to recognise and avoid exploitation and abuse
- knowledge and understanding:
  - learning and understanding physical development at appropriate stages
  - understanding human reproduction, emotions and relationships

### **Provision**

Sex and Relationship Education will be delivered through the Science curriculum, PSHE, SEAL and Citizenship framework. It will be tailored to suit the age and physical and emotional maturity of the children and reflect the National Science Curriculum.

The requirements of the National Science Curriculum will be delivered through the four broad themes of the PSHE, SEAL and Citizenship framework and within the context of the National Healthy School standard to ensure effective provision.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people

## **Content**

### **National Curriculum for Science**

Pupils should be taught the relevant parts of:

1. Life processes
2. Humans as organisms

### **A sequence for teaching sex education**

This includes elements of the National Curriculum and Health Education matters.

Although the sequence is developmental, certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils

#### **Ages 4-5**

- people in my life. What they do for me and what I do for them;
- my moods- feeling happy, sad and so on;
- friendships
- loss and mourning (eg pet, person)
- keeping safe - danger I might come up against. Saying "No"no;
- my body and other people's bodies - similarities and differences;
- the beginning of life - me, animals, plants;
- ageing - how we know things are alive, dead, young, old;

#### **Ages 6-7**

- changes as we grow;
- different types of families;
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening/sharing)
- what makes me happy?;
- what I like or don't like about other people;

- keeping safe;
- caring for myself; - hygiene, sleep, exercise;
- people who help me to care for myself;
- name parts of the body (external features)
- inside my body - the functions of different parts;

### **Ages 8-9**

- feelings - things which make me happy, sad embarrassed, scared etc;
- difficult situations - e.g. teasing and bullying
- changes in my own body and in those of others;
- how babies begin and are born - how they grow;
- family trees
- keeping healthy - exercise, diet, grooming, the immune system;
- friendship - who our friends are; how we make and lose friends;
- making decisions - influences on me;
- keeping safe;
- varied lifestyles in the class and community - differences in others

### **Ages 10-11**

- decision making, risk taking;
- feelings about the future (e.g. changing schools)
- families and how they behave- what members expect of each other;
- celebrations of birth, christening, puberty, confirmation, marriage and death in different cultures;
- expressing feelings and how we can do this in an assertive way, not bullying;
- differences and similarities in people,
- sexuality - what is it, and what words describe it;
- body changes in me and others - why they are happening;
- things that go into my body that will make me well (e.g. good food and medicines when we are ill)
- things that go into my body that will harm (drugs that are not medicines, alcohol, cigarette smoke, poisons);
- messages about health and sexuality from television, videos, films, computers and newspapers.

### **Teaching Strategies**

It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships and the following teaching strategies will be used to help this:

- establishing ground rules with pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials
- encouraging reflection

## **Working With Parents**

Parents are key people in teaching their children about sex, relationships and growing up. They may need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships
- answering questions about growing up and having babies

We believe in working in partnership with parents and all parents are informed of and consulted about the content of Sex Education Curriculum before it is taught.

The Yr 2/3 teachers take responsibility for the teaching of the sexual development aspects of the curriculum through a 'Birth and Growth' Science topic aimed at the Yr 2 and 3 children. Parents are offered the opportunity of seeing the BBC Video used before it is shown to the children, so that parents can prepare their children and be in a position to answer any questions that should arise.

We understand that parents have the right to withdraw their children from all or part of the Sex and Relationship Education, except for those parts that are statutory National Curriculum. If this should be the case, the children concerned would be given alternative work and would be supervised in another class whilst the lessons take place.

## **Delivery and Working With the Wider Community**

Whilst each class teacher is responsible for delivering the Sex and Relationship Curriculum appropriate to the age and maturity of their class, we acknowledge that this delivery is not the sole responsibility of the school. We work closely with the Health professionals, especially the school nurse, who supports and complements the role of the teacher in the delivery of the curriculum and works alongside us at all times.

We welcome the support of Social Workers who may be assigned to children in public care or children identified on the Child Protection Register.

## **Child Protection Issues and Confidentiality**

Themes such as body parts, relationships and saying 'no' will be part of the curriculum and it may be that children's questions or comments may give rise to concern over their welfare. Any concerns should be reported to the Child Protection Officer Mrs Weaver, who will register the concern and follow the Child Protection Procedures as set out in our School Policy and in any relevant Government Guidelines.

If a disclosure is made by a child, a teacher must ensure that the child is aware that he/she cannot offer unconditional confidentiality, but their best interests will be maintained. (See Child Protection and Confidentiality Policies)

### **Equal Opportunities/SEN/Inclusion**

Through differentiated tasks we aim to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

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

There are two broad areas for assessment:

- children's knowledge and understanding, as outlined within the Science Curriculum
- how well children can use their knowledge and understanding in developing skills and attitudes, i.e. through participating in discussions, group tasks, managing conflict, making decisions and promoting positive relationships.

### **Monitoring and Review**

This Policy will be monitored and reviewed as part of the yearly Monitoring Programme and the ongoing programme of Curriculum Review detailed within the School Development Plan, unless County or Government initiatives require it to be done sooner.

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.