



Abberley Parochial V.C. Primary School

Inspiring Hearts & Minds

Sex and Relationship Education Policy

Reviewed: May 2016

Introduction

In school we aim to help children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood. Throughout the school a gradual and sensitive approach to Sex and Relationships Education is seen as part of personal development and as a joint responsibility shared by parents, teachers and governors. We want to provide a natural and caring environment for learning about growing and changing, physically, morally and emotionally. We deliver an ongoing programme of Sex and Relationships Education (SRE). This programme begins in Key Stage 1 and continues until the end of secondary school.

At Abberley Parochial Primary School Sex and Relationships Education reflects the values of the School's PSHE and Citizenship programme. In addition SRE promotes self-esteem and emotional health and wellbeing therefore helping the children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Children are taught to value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To help pupils, parents and carers learn how to gain access to information and support
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To provide the confidence to be participating members of society and to value themselves and others
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To develop skills for a healthier safer lifestyle
- To respect and care for their bodies

The teaching programme for Sex and Relationship Education

Legal requirements

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. Such a programme can successfully follow the outline given below;

National Curriculum Science Programme.

The teaching of science in school is a statutory requirement and parents do not have the right to remove their child/children.

Key Stage 1

Year 1. (Animals including humans).

Children should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 (Animals including humans).

Children should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

(Whilst pupils are introduced to the processes for reproduction and growth at this stage the focus of the learning is on growth and pupils are not expected to understand how reproduction occurs.

Key Stage 2

Year 5 (Animals including humans).

Children should be taught to describe the changes as humans develop to old age.

Children are expected to be able to identify and describe the stages of growth and development in humans including puberty.

Year 6 (Animals including humans).

Children should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, including how to keep their bodies healthy and what might damage their bodies.

PSHE programme.

The details of the PSHE programme of study followed in school are covered in the PSHE Policy document.

Learning Outcomes of SRE within School.

Key Stage 1

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will be able to identify and share their feeling with others. They will have considered the effect of their behaviour on other people and identify, respect and value differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that animals including humans produce offspring which grow from young to old. They will be able to recognise safe and unsafe situations and use simple rules for resisting pressures when they feel uncomfortable or at risk.

Key Stage 2.

By the end of Key Stage 2 pupils will have had the opportunity to express their views and listen to and respect those of others. They will have practised skills in making judgements and decisions and be able to express opinions articulately. They recognise and challenge harmful influences and will be able to list ways of resisting negative pressures around issues affecting their health, safety and wellbeing. They will have been taught to recognise their own worth and identify positive things about themselves. They will have had experiences of identifying their feelings and developing strategies to express and manage these. They will also have

considered different types of relationships and how to maintain good relationships. They will be able to explain similarities and differences between people and understand that these must be valued. They will be able to explain the different stages of growth and development in humans including puberty and reproduction. They will have considered the importance of keeping their bodies healthy and what may damage their bodies. Children will be able to recognise how to keep themselves safe and how to cope with risky situations including when to say no and seek help. Children will understand about the different forms of bullying, why being different may provoke bullying and why this is unacceptable.

The organisation of Sex and Relationship Education

The designated teacher has the responsibility for coordinating Sex and Relationship Education.

Sex and relationship education can be delivered through Science, RE, PSHE and Citizenship activities. Sex and Relationship Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching strategies are used to teach Sex and Relationship Education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and Relationship Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach Sex and Relationship Education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Specific Issues

- **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 LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

- **Equal Opportunities.**

All pupils are entitled to receive Sex and Relationship Education regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed by

Adopted by Governors

Signed by Chair of Governors Date.....