



Sex & Relationships Policy

Last Review April 2015

Next Governors Review Date Spring 2018

Aims and Objectives of this Sex and Relationships Education Policy

The aim of the policy is to provide all pupils with support to help them to make positive choices about their sexual health, both now and in the future. We acknowledge that sex and relationships education can only be taught within the broader context of personal, social health and citizenship education.

We seek to achieve this aim through the following objectives:-

- To create and use a stimulating environment within which a pupil feels secure and is able to develop as a whole person.
- To encourage the whole school community to develop a responsible attitude to relationships and have consideration and respect for self and others.
- To enable pupils to acquire knowledge and make informed decisions.
- To develop skills and encourage positive attitudes which lead to a better understanding of sexual health issues.
- To encourage socially acceptable behaviour in line with the school's behaviour policy. This will include the school having considered their response to incidents involving inappropriate or alleged inappropriate sexual behaviour.
- To provide reassurance that body changes, physical, emotional, and social are normal and acceptable.
- To ensure that sex and relationships education is rooted in partnership between school and home.

Morals and Values

The school believes that sex and relationships education is primarily the concern of parents and carers, supported by schools and community members. It should be based on a broad value system which encourages:-

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for our families, friends, school and wider community.

Working with Parents

To strengthen the partnership already mentioned, the school will inform parents of decisions in relation to the taught curriculum on sex and relationships education. This may take the form of a letter, parents' evening or curriculum evening. The procedure, by which parents can exercise their statutory right to withdraw their children from the non-statutory part of the school's provision will be published in the school prospectus.

The sex and relationships education programme will:-

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships.

Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development (the spiral curriculum concept).

The content of the sex education has been drawn from excerpts from Channel 4's "Living and Growing" Series, version 2 and strongly reflects the framework offered for Personal Social Health and Citizenship Education in the revised National Curriculum (1999).

A sequence for teaching sex education

Key Stage One

- people in my life - what they do for me and what I do for them
- my moods - feeling happy, sad etc
- friendships
- loss and mourning - for example, a person, a pet
- keeping safe - danger I might come up against. 'Saying No'
- my body and other people's bodies - similarities and differences - names of parts e.g. head, leg, elbow, wrist
- life cycles- animals, plants (e.g. egg, chick, chicken; seed, sapling, tree)
- growth in people, animals and plants
- ageing - how we know things are alive, dead, young, old
- changes as we grow
- different types of families
- feelings in families - for example love, jealousy
- what helps people to get on with each other - for example listening/sharing
- what makes me happy
- keeping safe
- caring for myself - hygiene, sleep, exercise, healthy food
- people who help me care for myself

Key Stage Two

- feelings - things which make me happy, sad, embarrassed, scared etc
- difficult situations - for example teasing and bullying
- changes in my own body and in those of others
- how babies begin and are born, how they grow, life cycles in living things
- keeping healthy - exercise, diet, 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 and how we feel about differences.

Year 6

- decision-making, risk-taking
- feelings about the future - for example changing schools
- families and how they behave - what members expect of each other
- celebrations of birth, christening, puberty, marriage and death in different cultures
- expressing feelings and how we do this - being assertive, not bullying
- differences and similarities in people
- sexuality - what is it and which words describe it
- body changes in me and others - why are they happening
- messages about health and sexuality from television, films, newspapers.
- things that go into my body that help – e.g. good food and some drugs; things that go into my body that harm – e.g. some drugs, cigarette smoke, poisons etc.

Equal Opportunities

The whole school community will support an approach to sex and relationships education which ensures that no individual will be discriminated against on grounds of gender, race, religion or sexual orientation.

We will take notice of contemporary research which addresses the needs of specific groups within our schools and amend our provision accordingly.

Organisation of Sex and Relationships Education

Co-ordination	Headteacher through SMT and Governors' Education Committee
Delivery	All teachers will teach appropriate aspects of PSHCE which link to Sex and Relationships Education (see above).
Curriculum base	Sex and Relationships Education is part of health education and will be regularly revisited year by year.
Entitlement	All lessons will be class based (mixed gender) until Year 6 when there will be separate gender groups for the final input.
Monitoring effectiveness	The Headteacher will be responsible for monitoring the programme.
Ethos	Help will be given, if needed, to all members of the community to respond to opportunistic questions from pupils.

Specific Issues Statements

Teachers are not professionally qualified to give 'advice' about contraception, but are able, when considered appropriate, to give information about contraceptives.

Visitors may be used to support not supplant the role of the teacher, as an extra resource in the overall programme of sex and relationships education. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy.

There are strong links between this policy and the school's policies on Child Protection, Behaviour and PSHCE.

The school will not discriminate against any member of the school community who is infected or affected by HIV. The school's first aid procedures will be sufficiently rigorous to prevent any potential transmission of this and other blood borne similar viruses.

The school's procedures for dealing with incidents of inappropriate sexual behaviour will be included in the behaviour policy.

The aims of sex education in Key Stage One

- To have access to correct information about their bodies and those of the opposite sex.
- To develop an acceptable vocabulary for communication about their bodies.
- To develop sensible attitudes to bodily functions eg of elimination of waste.
- To be made aware of different types of caring home backgrounds so no one pattern is seen as the only feasible model.
- To challenge ideas of rigidly stereotyping gender roles.
- To begin the study of life cycles, growth and reproduction in animals and plants.
- To begin to understand health care services.

Children need an atmosphere conducive to asking such key questions as

- Where do babies come from?
- How do they get in?
- How do they get out?

The aims of sex education in Key Stage Two

- To understand human reproduction.
- To prepare for pubertal changes – physical, emotional and social.
- To increase awareness of the range of human sexuality and of 'hidden messages' about it.
- To increase consideration for others by moral and relationship education and the development of social skills.
- To question and consider gender roles and dual standards.
- To begin an understanding of contraception.
- To increase knowledge of health care services.
- To begin to learn about sexually transmitted diseases.
- To be able to communicate on sexual matters.
- To liaise with parents.