

# Sex & Relationships Education Policy



## 1. Introduction

- The policy for sex & relationship education reflects the consensus of opinion of all the teaching staff and has the full agreement of the governors.
- The implementation of this policy is the responsibility of all teaching staff.

## 2. The Nature of Sex & Relationship Education

- Sex and relationship education will be delivered as part of a health education programme.
- Sex and relationship education is about relationships in general and not simply about physical relationships.
- As they grow older, children develop physically and emotionally and need to be helped to understand their bodies, their feelings and how they relate to others.
- Sex and relationship education is conducted in a manner which encourages due regard for moral considerations of committed relationships and the value of family life.
- Sex and relationship education in school is developmental, building on previous knowledge. It is recognised that it must be appropriate to the maturity and sex of the child.
- Involvement of parents is integral to our approach to this area of the curriculum and in the writing of this policy every effort has been made to both make parents aware of our intentions and to consult them about what it is appropriate to seek to achieve.

## 3. Aims

- The school's policy on sex and relationship education aims to help children develop:
  - respect for themselves and for others
  - self-confidence and self-esteem
  - an appropriate set of values to guide their own behaviour and their relationships with others
  - responsibility for their own actions
  - responsibility towards their families, friends, school and wider community
  - an understanding of growing up in terms of both the physical and emotional changes involved
  - an appropriate understanding of sexual development and relationships
  - appropriate communication and social skills

- The programme of sex and relationship education is intended to prepare children for adolescence and adult life.
- The teaching of sex and relationship education is intended to:
  - provide clear, reliable, appropriate and authoritative information to children
  - dispel misunderstanding
  - help children make appropriate judgements and choices

#### 4. Entitlement

- The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy.
- The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.
- The Education Regulations 1993 require all maintained schools to publish in their prospectus a summary of the content and organisation of any sex and relationship education which they provide.
- The 1988 Education Act requires school to:
  - promote the spiritual, moral, social, cultural and physical development of pupils
  - prepare pupils for the opportunities, responsibilities and experiences of adult life
- National Curriculum science requires that pupils should be taught:

*At key stage 1 in Animals, including Humans:*

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

*At key stage 2 in living Things and their habitats*

- describe the life process of reproduction in some plants and animals

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

*At key stage 2 in Animals, including humans:*

- describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

## 5. Implementation

- In key stage one and two sex and relationship education is incorporated into the topic and PSHCE allocated time.
- In both key stages many aspects of sex education, particularly those dealing with behaviour and relationships are dealt with in assembly, RE, English, story, topics and in other activities which make up school life.
- Content considered appropriate to include in the school's sex and relationship education policy is listed below, organised according to the class in which they will be covered.

### **Aspects of Sex & Relationship Education to be covered in Foundation Stage**

Builds relationships through gesture and talk

Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously

Has a developing aware-ness of own needs, views & feelings and is sensitive to the needs, views and feelings of others.

Recognises the importance of keeping healthy & things which contribute to this. Recognises the changes that happen to her / his body when s/he is active.

### **Aspects of Sex & Relationship Education to be covered in Years One and Two**

Friendships

Loss and mourning e.g. a person, a pet

Our bodies

The beginning of life – me, animals, plants

Growth in people, animals, plants

Ageing – how we know things are alive, dead, young old

Feelings e.g. sad, happy, caring

What helps people to get on with each other e.g. listening, sharing, and helping?

Keeping safe

Caring for myself – hygiene, sleep, exercise

People who help me e.g. teachers, dinner ladies, nurse

### **Aspects of Sex & Relationship Education to be covered in Years Three and Four**

Feelings – things which make me happy, sad, embarrassed, scared

Difficult situations – e.g. teasing and bullying

Keeping healthy

Friendship

Making decisions, choices

Keeping safe

How people are different

Taking responsibility for myself

Looking after others

Celebrations

Growing up – e.g. infants to junior

## Aspects of Sex & Relationship Education to be Covered in Years Five and Six

Decision making

Feelings about the future e.g. changing school

Families and how they behave – what members expect of each other?

Celebrations

Expressing feelings and how we do this

Being assertive, not bullying

Peer pressure

Differences and similarities in people

Keeping healthy

Drugs, alcohol and tobacco

Relationships shown in the media

Advertising

- The lists in the above paragraph are intended to be a guide for teachers, for them to draw on. It is not intended to be a list of work to be covered in sex education lessons and “ticked off” when it is done.
- Governors feel that it is essential that those elements of the programme which are specifically concerned with sexual development and sexual relationships are spelled out, so that it is clear to all what it is intended to cover

### *Sexual Development and Sexual Relations Covered in Foundation Stage*

- Ourselves; naming external body parts, humans grow from babies to adults.
- Animals grow from babies to adults

### *Sexual Development and Sexual Relations Covered in Key Stage One*

- Animal life cycles
- Babies
- Being sensible about our bodies

### *Sexual Development and Sexual Relationships covered in Years Three & Four*

- Animal life cycles
- Sensible attitudes to our bodies
- Sensible attitudes to relationships and the opposite gender

### *Sexual Development and Sexual Relationships Covered in Years Five & Six*

- Reproduction in plants and animals
- Physical development – child, adolescent, adult
- Birth
- Puberty
- Menstruation
- Intercourse
- If questions are raised by the children about issues including contraception, masturbation, homosexuality, abortion and AIDs they will be dealt with sensitively, according to the age and maturity of the child.

- Teachers exercise their own professional discretion when dealing with matters raised by children. This may involve:
  - responding in the teaching group in which the matter was raised
  - responding to the child separately later
  - suggesting that the child approach their parents
  - contacting parents to discuss the matter with them
  - seeking guidance from the headteacher
- While all teachers are responsible for the teaching of the broad aspects sex and relationship education, the specifically sexual element of the programme will be taught in the summer terms of year five and the autumn term of year six. There will be an introduction in year five and a more detailed coverage in year six.
- Visitors to the school programme, such as doctors, school nurse and Health Authority advisers, will be used to support and work with the teacher. They will be given a copy of this policy prior to working with children and will be expected to conform to the policy.
- Teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.
- It is recognised that differentiation in order to meet the needs of particular children is especially difficult in this area. While it is generally recognised that both genders have the need and right to access all sex & relationship education, it is also recognised that boys and girls need access to different information about matters such as menstruation and to support that there will be single gender sessions as well as whole class sessions.
- The school is aware that in an area subject to parental decision there may be particular issues relevant to religion, culture and ethnic background. These issues will be dealt with sensitively.
- The school regards its partnership with parents as being especially important in this area and makes every effort to ensure that parents are fully aware of the programme of teaching described in this policy.
- Before units of sex & relationship education are taught in years five and six there will be a meeting for parents to explain the content of the planned work. This will allow parents to make a contribution to their child's education or give them an opportunity to withdraw their child if they so wish.
- Parents' right to withdraw their children from sex education will be made clear in the prospectus. Parents who chose to exercise this right will be asked, but may not be required, to make their request in writing. On receiving a request, either in writing or verbally, the school will write to the parents, confirming that the request has been made.
- Parents who withdraw children cannot be required to give any reasons, however they will be invited to explain their concerns so that any misunderstandings can be cleared up. If parents are not reassured, the school will ask the parents to indicate which particular areas they wish to withdraw their child(ren) from.
- Appropriate provision will be made for any child who is withdrawn.

## **6. Resources**

- The school is building up a range of resources to support its work and has access to a wider range of materials, which it may borrow.

## **7. Assessment**

- Elements of sex & relationship education in the National Curriculum are assessed in science and PSHCE.

## **8. Background Documentation**

- This policy was compiled with reference to recent Education Acts and Regulations, the science National Curriculum, DfES guidance on sex and relationship education, and material from a range of published sources.

## **9. Review**

- This policy was reviewed in Summer 2018
- Review date: September 2019