

## **Policy for Sex and Relationships Education** **Sheen Mount Primary School**

This policy was developed within a values framework in consultation with pupils, staff, parents and carers.

### **1. Mission Statement**

PSHE covers all aspects of the school's planned provision to promote children's personal and social development, including their health and wellbeing. Citizenship and PSHE play a central part in whole school curriculum planning and is reflected in the values and ethos of the school. We believe that school should be a place where children are safe and where their well being is given high priority. We believe that children thrive when they have high self-esteem and when they are given responsibility. We also believe that children are given the best opportunities to thrive when we work in partnership with parents and carers and value community links.

Most people agree that children and young people have an entitlement to good quality Sex and Relationships Education (SRE). Children and young people already receive information about sex and relationships, both formally and informally, from a variety of sources which include friends, family, the media, music, films, and education and health settings. Professionals must be appropriately trained and supported to enable them to challenge misinformation confidently and to provide children and young people with the entitlement to good quality SRE

### **2. Aims**

"SRE is lifelong learning and 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."

DFES Sex and Relationship Education

Sex and Relationships Education in Sheen Mount Primary school is part of an overall process of educating young people to become responsible and accountable individuals.

### **3. Pupil Learning Outcomes**

By the end of key stage 1 pupils will:

Be aware of body shapes and differences

Know what they like and don't like to happen to their bodies

Know how to ask for help

Be able to ask for help

Understand when it is appropriate to discuss something

Understand that there are different types of loving and caring e.g. families and friends

Have a basic understanding of health and hygiene

Understand that some forms of touch are inappropriate e.g. hitting, sexual touch etc.

Understand that they have the right to say no to both adults and children.

Know the difference between boys and girls.

By the end of key stage 2 pupils will:

Accept that there are different types of relationships in families

Understand sex as part of a stable relationship

Understand key issues in keeping ourselves safe

Know who to ask if they feel unsafe

Recognise unsafe situations

Know how their own bodies work and change

Know where to get help/advice in the wider community

Have acquired skills eg asking for help, assertion, decision making  
 Know how babies are made  
 Be tolerant of others  
 Know that their actions affect others and that their actions have consequences both good and bad  
 Know the appropriate time to ask questions/talk etc  
 Be able to recognise and use appropriate behaviour  
 Be able to identify feelings and the feelings they have towards others e.g. anger, love etc  
 Be able to appropriately express feelings  
 Know how some diseases are caused and that disease can be spread

#### 4. Values Framework

All Sex and relationships education will be delivered within the context of marriage and stable relationships to ensure that pupils understand that sexual intercourse should only take place within a committed relationship.

Pupils will be made aware that:

Children are best raised within a loving, secure and committed relationship

Babies should be conceived only when the parents are ready and able to care for it and cope with the responsibility of life

Sexual relationships should wait until a person is physically and emotionally mature

#### 5. How the objectives are achieved

Within our Sex and Relationships Education programme there are several key themes. These are:

Feelings

Keeping safe

Caring for myself and others

Growth and change

Sexual reproduction

Similarities and differences

Relationships

Families

Each of these themes is revisited throughout the programme at an age appropriate level and develops aspects already covered. Throughout the programme pupils will be gaining knowledge and understanding of some aspects, exploring attitudes and developing skills.

#### Programme outline

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|-----------|--|
| Reception | Different types of families<br>What I like or don't like about other people<br>My moods – feeling happy, sad etc<br>Ageing – how we all know things are alive, dead, young, old<br>People in my life. What they do for me and what I do for them<br>Friendship – who our friends are, how we make and lose friends |
| Year 1    | Growth in people, animals and plants<br>Loss and mourning eg a person, a pet<br>Differences and similarities in people<br>The beginnings of life – me, animals, plants<br>Caring for myself – hygiene, sleep, exercise<br>Celebrations of birth and death in different cultures                                    |
| Year 2    | My body and other people's bodies – similarities and differences<br>Family trees<br>Families and how we behave – what members expect of each other<br>Difficult situations – eg teasing or bullying<br>Friendships   |

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|--------|---|
| Year 3 | Expressing feelings and how we do this; being asserive, not bullying<br>Feelings in families eg love, jealousy<br>How babies begin and are born – how they grow<br>Changes as we grow<br>Varied lifestyles in the class and the community – differences in others and how we feel about them                                      |
| Year 4 | Changes in my own body and the bodies of others<br>Making decisions – influences on me<br>Inside my body – the functions of different parts   |
| Year 5 | Keeping healthy – exercise, diet, the immune system, hygiene, menstruation etc<br>Things that go into my body that help and harm<br>Decision taking and risk taking<br>Keeping safe<br>Feelings – things that make me happy sad, embarassed etc   |
| Year 6 | Body changes in me and others – why they are happening<br>Feelings about the future eg changing schools<br>Messages about health and sexuality from television, films, newspapers etc<br>Sexuality – what it is and what words describe it<br>Celebrations of rites of passage and marriage in different cultures<br>Keeping safe |

## 6. Teaching Sex and Relationships education

Sex and Relationships Education will be delivered through:

Whole school elements eg. Assemblies, visiting speakers or performances

Whole school ethos eg. Behaviour management, school rules

PSHE lessons

Circle Time – this takes place sometimes as part of the PSHE time and sometimes as separate cross curriculum e.g. science, P.E

Sex and Relationships Education will largely be taught by class teachers as part of the curriculum.

Additionally outside speakers may be invited to support the programme of teachers within the school with specific interest or skills may work with classes.

The resources and materials used to assist teachers in delivering Sex and Relationships Education will be selected on the basis of suitability, compliance with the school's Equal Opportunities and other policy documents, the age of pupils and the values framework laid out in this document.

Parents wishing to view the materials should contact their child's class teacher.

Teaching methods will include:

Discussion

Role play and drama

Circle Time

Workshops

Investigative and creative research

Reading

Discovery learning

Pedagogical sessions

Ground rules: in order to create a safer environment.

Distancing techniques: depersonalizing discussions and using role-plays, case studies, video and theatre in education visits so that students may discuss sensitive issues in a safe environment.

## 7. Specific issues statements

### **Use of outside speakers**

When speakers are invited to deliver part of the Sex and Relationships Education, they must be given a copy of this policy with particular emphasis given to the values framework in which they will be expected to work. We will also draw their attention to the school policy on answering childrens' questions. They will be informed of the age of the children, relevant work covered so far and the expectations for that specific piece of work.

We will expect them to provide an outline of the issues covered in the session and access to any resources to be used.

Speakers will be expected to have been Police checked to ensure the safety of the children.

### **Staff Training**

All staff have access to a range of free training courses for SRE. Staff will be expected to ensure that their professional knowledge and skills are developed to a suitable level.

### **Parents**

We will provide support and opportunities to develop understanding such as workshops and curriculum evenings as appropriate.

### **Responding to children's questions**

When children ask questions relating to areas of Sex and Relationships they will be answered in an age appropriate way according to the following criteria.

- Questions will be answered in class where there are issues raised directly by the lesson and where the answer will be suitable for all children to hear.
- They will be answered individually where it has been ascertained that there is a genuine desire to know the answer and the question has not been asked simply to shock or draw attention to the child but where the answer is, though within the boundary of this policy, not considered suitable for all children
- Questions that are not deemed suitable for either of the above will, with the child's consent, be referred back to parents for their direct permission before answering.

#### **8. The right to withdraw**

Under the Sex Education Guidance 5/4 it was made a requirement for schools to inform parents of their right to withdraw their child from all or part of the delivered programme. This remains unchanged. Parents will be informed of this right by the school prospectus. The programme will be made available to them through the termly curriculum outlines provided at the beginning of each term. Parents wishing to exercise their right to withdraw should contact the class teacher to discuss this.

This policy was formulated in May 2005.

It will be reviewed in