

**SIDMOUTH PRIMARY SCHOOL**

**Sex and Relationship Education Policy**

**March 2008**

**Aim**

Sex education is seen as part as of a wider health education programme. Sex and relationship education is a lifelong learning about the physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

**Governing Body Statement**

Sex education will be undertaken by the school in ways appropriate to the age and stage of the children. The governing body also recognises parents as key figures in helping their children cope with the physical and emotional aspects of growing up, and the teaching provided by the school as complementary and supportive of their role. Sex and relationship education will be considered as part of the wider area of Personal, Social Health, Education and Citizenship. The governing body also recognises that parents have the right to withdraw their children from the parts of sex education curriculum not covered through the science curriculum.

**Policy formation and consultation process**

The original policy was developed in consultation with all teaching staff and discussed and accepted by the governing body.

**Content**

**Knowledge and understanding**

Help children to:

- Develop a clear understanding of their bodies, including changes which have taken place since birth and those which will take place in the years ahead.
- Understand the reproductive process in humans and animals, using the correct vocabulary for body parts alongside their own terminology.
- Acquire a basic knowledge of human development, highlighting the part played by the family in the child's own culture (and in other cultures).
- Develop a clear understanding of how to take care of their bodies through an emphasis on both physical and emotional health.

### **Skills**

Help children to:

- Develop self-respect and empathy for others.
- Learn how to manage emotions and relationships confidently and sensitively.
- Make healthy, positive choices.
- Develop an appreciation of the consequences of choices made.

### **Attitudes and values**

Help children to:

- Develop a clear sense of self-esteem and self-worth.
- Learn the value of respect, love and care.
- Learn the value of family life, marriage, and stable and loving relationships.
- Develop respect for others regardless of gender, race, creed or culture.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision making.

### **Nursery**

- Family life – people in my life. Traditional and one parent families. What they do for me and what I do for them. Gender roles.
- Growing old
- Death – people and pets we love
- Language of feelings – moods, happy, sad, angry, expressing concerns, saying to something you do not like

- Friendships
- Naming of body parts and body changes – my body and other peoples bodies – similarities and differences

### **Key Stage 1**

- Keeping safe- say no to strangers. What is a stranger?
- Naming of the body parts and body changes – similarities and differences. Changes as we grow
- How the body works – inside my body – the functions of different parts
- Friendships
- Language of feelings – care and caring. Love and loving
- Reproduction – Year 2 – related to growth of babies, animals, eggs, etc.

As Arises

Pregnancy – growth of baby in mother’s tummy. Breast and bottle feeding.

Death – people and pets we love.

Separation – family break ups – to reassure child. Different types of families.

### **Key Stage 2**

#### **Years 3 and 4**

- Language of feelings – happy, sad, embarrassed, scared. Care and caring.
- Friendships – who our friends are, how we make and lose friends, influences on us, coping with pressures, making decisions.
- Naming of body parts and body changes – similarities and differences. Changes as we grow.
- Understanding how the body works.

As Arises:

Death - people and pets we love

Family life – relationships.

Love and loving.

## **Year 5**

- Language of feelings
- Friendships
- Marriage
- Understanding how the body works
- Personal hygiene – related to growth and puberty
- Menstruation

As Arises:

Death – people and pets

Family life – separation

Homosexuality

## **Year 6**

- Growing up – puberty, body changes, similarities and differences.
- Personal hygiene – related to growth and puberty
- Menstruation
- HIV/Aids

As Arises:

Family life, keeping safe, reproduction, sexual intercourse and age of consent.

## **Teaching Strategies and Delivery**

Teachers will help children develop confidence in talking, listening and thinking about sex and relationships. Teachers will also use a range of strategies to help them do this, including establishing ground rules, introducing ‘distancing techniques’ – by depersonalising discussions, making use of discussion and project learning, circle time and encouraging reflection.

Teachers may also use health and other professionals to deliver the sex and relationship curriculum, who will abide by the school's policy.

Sex and relationship education will be taught by the teachers as part of the science curriculum, personal, social and health education and citizenship. However in Year 6 sex and relationship education will also be taught as a discreet subject by the school nurse using the following strategies:

- Mixed groups – children will watch videos on personal hygiene, growth and puberty – including menstruation.
- Single sex groups – girls are given extra information about menstruation. Both groups are given the opportunity to ask questions which have arisen from the video or on any other issues. These questions will be dealt with in a sensitive and if need be private way. Should any questions be considered by the teacher as unsuitable to be answered in a group situation, they will be dealt with by either referring the children back to their parents, discussing the issue with other members of staff and if deemed necessary, consult with Child Protection Coordinator.

### **Training**

Sex and Relationship training will be accessed whenever possible courses arise. The information learned will then be disseminated by the PSHE co-ordinator and any other relevant support services.

### **Working with parents**

Parents will be invited into school to view the videos to be shown to the children and discuss any concerns they may have. A copy of the Sex and Relationship Policy will be made available for their comments. It is important that the school and the parents work together to help the children understand and cope with this aspect of growing up.

Parents will have the right to withdraw their children from all or part of sex and relationship education.

### **Confidentiality**

Teachers cannot offer or guarantee pupils unconditional confidentiality, as there may be occasions when confidentiality has to be broken. If this occurs, the child will be informed first and then supported as appropriate, reassuring them that their best interests are paramount. The correct procedures will then be followed.

**Review, Monitoring and Evaluation**

This policy will be kept under review by the schools senior management team. The implementation, monitoring and evaluation of this policy will be the responsibility of the headteacher and all teaching staff and will be reviewed in March 2010.