

# Sex & Relationship Education Policy & Guidelines Policy



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## Rationale

Children need to be empowered with the skills and knowledge necessary for them to grow and develop into “whole” people who can form and enjoy mutually respectful and responsible relationships encompassing a healthier, safer lifestyle.

## Aims

1. To provide ongoing, truthful and honest information in a non-judgemental way
2. To enable children to develop self esteem and respect for others.
3. To develop an understanding of human growth and development.
4. To promote an awareness of personal safety.
5. To encourage and promote healthy and secure relationships.
6. To encourage debate and questions
7. To provide the right level of information to different age groups that is understandable to them

## Objectives

1. To appreciate the ways in which people learn to live and work together by listening, discussing and sharing,
2. To know that many different forms of relationships exist.
3. To know that humans develop at different rates and that human babies have special needs.
4. To be able to name parts of the body including the reproductive system and understand the concept of male and female.



5. To be aware of the changes that occur to their bodies at puberty.
6. To know about personal safety e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches.
7. To develop assertiveness through simple skills and practices which will help maintain personal safety.
8. To develop the skills with which to make informed choices.

## Legal Requirements

### Education Act 1996

#### Sex and relationship education

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

SRE elements in Science are mandatory for all pupils in all key stages

All schools must provide an up to date policy for content and organisation of SRE outside the Science order.

### National Curriculum 2014

**Statutory Requirements:** The school curriculum should aim to promote social, moral, spiritual and cultural development and prepare all pupils for opportunities and responsibilities of life.

### The PSHE Association non-statutory guidance for PSHE and Citizenship in key stages 1 & 2 has three strands:

1. Health and Well-Being
2. Relationships
3. Living in the Wider World

SRE will be taught through these strands.



## **In Key Stages 1 and 2, pupils should be taught:**

### **1. Health and Well-Being**

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

### **2. Relationships**

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

### **3. Living in the Wider World**

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.



## Key Principles

### Curriculum Planning

Sex and Relationships Education is taught through the Science National Curriculum and as an integral part of Personal, Social and Health Education. The necessary skills and understanding are reinforced through the social, moral, spiritual and cultural ethos which is pivotal to the aims of this school. The “Lucinda and Godfrey Scheme” will be used as the basis for direct teaching of SRE. This involves 4 sessions over each year which will be covered at the most appropriate time in the curriculum.

The key concepts covered are:

#### Foundation: “We Are Different”

- To realise that people are different to each other
- To name body parts

#### Y1: “First Day at School”

- To understand the qualities needed to be a good friend
- To recognise that a problem can be dealt with by talking

#### Y2: “The Smell Monster”

- To be able to describe feelings
- To know how to keep clean

#### Y3: “The Birthday Party”

- To recognise and understand how to deal with negative feelings
- To be able to deal with difficult situations.

#### Y4: “Telling Someone”

- To understand the need for rules.
- To be aware of dangerous situations and recognise how to minimize risk.



## Teaching and Learning

Children are taught through a variety of age appropriate teaching methods such as the direct teaching of specific knowledge, drama, role play, circle time and group work. Staff will respond sensitively to pupils' questioning.

For sensitive discussion work children could be taught in small, single sex groups.

## Links with Other Professionals and Agencies

It must be recognised that advice and help from sources outside school is beneficial in supporting the SRE curriculum.

These professionals include the school nurse, police and the Northumberland Sex Education Forum.

Agencies which offer support are Childline, Kidscape, Barnardos and the Health Education Council

## Consultation with parents

Parents will be informed prior to sex education sessions as to the content and teaching methods to be used. Parents have the option to view the materials and withdraw their child if they wish. When a parent exercises their right to withdraw their child he / she will be sensitively placed in a neighbouring class with appropriate work.

## Child Protection

Sex and Relationships Education enables children to acquire the knowledge and skills necessary to improve their personal safety.

SRE is therefore an integral component of child protection. Refer to the Child Protection Policy and the Northumberland Child Protection Guidance.

Staff have received training on how to deal with disclosures. Staff who receive information about children and their families will share that information only within professional contexts.

## Confidentiality

Working agreements will be established before all group discussions and will highlight the importance of confidentiality and sensitive.



## Resources

Lucinda and Godfrey, Health for life scheme, DANSI, Nuffield Science, conservation area, life cycle jigsaws and visiting parents and their babies.

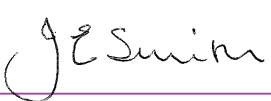

“All about us” Channel 4 DVD

## Liaison

Our SRE curriculum provides the basic knowledge and skills necessary for the planned sex education which is undertaken at Secondary School.

This policy has been formally adopted by the governing body.

VERSION HISTORY		
VERSION	DATE	DESCRIPTION
Initially adopted	April 2015	Adapted into Swansfield Park First School
Review	October 2015	Amendments
This Review	27 May 2016	Adapted into Swansfield Park Primary School
This review	15 January 2018	Updated

APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	Jenny Smith	Headteacher		15 January 2018
Approved by	Bill Grisdale	Governor		15 January 2018

<b>DATE OF NEXT REVIEW</b>	Spring 2020
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