



Spennithorne CE Primary School

Relationship and Sex Education

1 Introduction

- 1.1 Our school's policy on relationship and sex education is based on the DfES document 'Sex and Relationship Education Guidance'
- 1.2 In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance for family life, stable and loving relationships, respect, love and care.'
- 1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils about how their body changes as they approach puberty, we do this with regard to morality and individual responsibility and in a way that allows children to ask and explore moral questions.

2 Aims and objectives

- 2.1 We teach children about:
 - the physical development of their bodies as they grow into adults;
 - respect and care for their bodies;
 - to be prepared for puberty;
 - how living things reproduce;
 - respect for their own bodies;
 - the importance of family life;
 - moral questions;
 - relationship issues;
 - respect for the views of other people.

3 Context

- 3.1 We deliver this policy in the context of the school's aims and values. We do this with an awareness of the moral codes and values which underpin all our work. This is on the understanding that:
 - it is taught in the context of family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others;
 - it is important to build positive relationships with others, involving trust and respect;
 - children need to learn the importance of self-control.

4 Organisation

- 4.1 We deliver this policy through different aspects of the curriculum, mainly the science and the PHSCE curriculum

National Curriculum Science

Key Stage 1

- 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

Key Stage 2

1. describe the life process of reproduction in some plants and animals.
2. describe the changes as humans develop to old age.

- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical and emotional development, with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PHSCE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. Our objectives within our PHSCE policy linked to our sex and relationship education is as follows:

KS1 PHSCE (Y1/2)

- I know that there are different types of relationships – family, friends and others
- I know that family and friends should care for each other
- I know about change and loss and the associated feelings
- I know about the changes that have happened to my body since birth
- I can question whether boys and girls should behave differently
- I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls
- I understand the importance of valuing of one's own body and recognising it's uniqueness
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching
- I know who I can go to if I am worried about something
- I know about the process of growing from young to old and how people's needs change

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. Relationship and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

KS2 PHSCE (Y3/4)

- I can identify different types of relationships and show ways to maintain positive and healthy relationships
- I understand that relationships may change over time
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond – including who I should tell and how to tell them
- I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult

- I know how other families are similar or different to mine
- I understand that it is OK to be different to others
- I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring

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- I understand simple, safe routines to prevent the spread of bacteria and viruses
- I can name and explain male and female body parts, relating to Sex and Relationship Education
- I know the ways in which boys and girls grow and develop in puberty – physically and emotionally
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way
- I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship
- I know where individuals, families and groups can get help and support
- I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of videos/DVD's/ online resources discussion, drama and role play.

5 The role of parents;

- 5.1 The school is well aware that the primary role in children's relationship and sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we will
- inform parents about the school's sex education policy and practice;
 - answer any questions that parents may have about the relationship and sex education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2 Parents have the right to withdraw their child from aspects of RSE education not included in the National Curriculum Science orders. If they feel this is appropriate, they should discuss their concerns with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

- 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education..

7 Confidentiality/Child Protection

- 7.1 Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

