

# Sex and Relationship Education Policy

## RATIONALE

Sex and relationship education, as an element of Personal, Social and Health Education is the entitlement of all pupils and is crucial in preparing them for their lives now and in the future as adults, potential parents and citizens. It is an essential component of a broad balanced curriculum, which encompasses moral, social and cultural development and the value of mutually supportive relationships and family life.

It responds to an individual's need to learn about themselves and understand the physical, emotional and social changes that they are likely to encounter. It will help young people learn to respect themselves and others and move with confidence through childhood into adolescence, enabling them to make sensible well-informed decisions about their lives. Sex and relationship education is most effective when taught from an early age, when it is developmental and firmly rooted within a planned discreet programme of Personal, Social and Health Education.

This policy and all the work that we do on sex education conforms to the good practice outlined in 2002 'Sex and Relationship Education Guidance' and the criteria set by The Healthy Schools Standard and the P.S.H.E. and Citizenship framework

## AIMS AND CONTENT OF SEX AND RELATIONSHIP EDUCATION

- 1:1 Over the Key Stage pupils will be taught factual knowledge relating to:
- The human body and the functions of the reproductive organs.
  - That growth and reproduction are part of the human life cycle and are life processes that sustain and perpetuate life.
  - Sexual intercourse being part of the reproductive process that can result in fertilisation and pregnancy.
  - The development of a foetus from conception birth.
  - The birth of a baby.

Sex, as an activity on its own is not covered in the Programme of Study until year 6. Hence formal or informal discussion arising from questions about contraception, abortion and homosexuality is not promoted in years 3, 4 and 5.

In year 6 pupils will explore images of sex and sexuality that are constantly presented through the media. Questions about sexual attraction, masturbation, wet dreams, homosexuality, teenage pregnancy and contraception are answered.

- 1:2 Help pupils understand and be prepared for the physical, emotional and social changes they will experience in their lives.  
To be aware of the changes experienced by the opposite sex.
- 1:3 Encourage pupils to have a realisation of self worth.
- 1:4 Develop the necessary skills to enable children to make informed, positive decisions about their own lives.
- 1:5 Help give pupils control over their own bodies, recognising safe and unsafe touches, comments and situations that make them feel uncomfortable.
- 1:6 Give children the skills, inner strength and self-confidence to say 'no' when appropriate.
- 1:7 Promote hygienic and healthy attitudes towards bodily functions.
- 1:8 Promote healthy diet, exercise and rest and relate the effect upon growth, fitness, appearance and general wellbeing.
- 1:9 Ensure that pupils have opportunity to consider the rights, responsibilities of themselves and others, offering due respect in their relationships. In year 6 pupils are informed of the laws aiming at protecting young people under the age of sixteen. It is also explained that derogatory sexual comments made to others are a form of bullying.
- 1:10 Understand that mothers and fathers have a long-term responsibility to provide stability, love and care for their offspring.

Family units, family life, marriage or long term mutually supportive relationships can provide for the nurture of children and needs of its members. Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Pupils should be aware of the diversity of family units and family life.

- 1:11 Assist with the development of their own personal moral codes and values
- 1:12 Explore the different types of relationships that they enter into during their lives and develop the necessary skills to manage their relationships effectively.

## **PROGRAMMES OF STUDY AND TEACHING GUIDELINES**

- 2.1 Sex Education will be delivered in the discreet Programme of Study for P.S.H.E. in the strand Health and Sex Education. It is taught to years 3, 4, 5 and 6, is developmental and takes into account the age, maturity and attainment of pupils. Other strands in the P.S.H.E. Programme such as Personal Development, Relationships, Healthy Eating, Physical Activity, Health and Drugs Education support and is central to the aims of Sex and Relationship Education.
- 2.2 Relevant cultural and social differences, gender issues, rites of passage, different types of families and moral issues are also covered in Religious Education, History and Geography. Growth, reproduction and life cycles are taught in the statutory Q.C.A. Science units. All these are identified on the P.S.H.E. cross-curricular map and are identified in planning.
- 2.3 Sex Education will normally be taught in mixed gender groups.
- 2.4 Arrangements will be made for pupils from mixed age classes to be taught separately or with their year group.
- 2.5 Delivery of the planned programme will be the responsibility of the class teacher who has a sound knowledge of the needs and maturity of individual children and will have established the necessary ground rules in circle time to create a safe, confidential atmosphere based on mutual trust and respect.
- 2.6 In the event of outside agencies being invited to assist in delivery it is the responsibility of the class teacher and P.S.H.E. Co-ordinator to ensure that the Sex Education Policy is understood and adhered to.
- 2.7 Informal sex education and sensitive issues arising from pupils' questions will be responded to in ways that are appropriate for the age, maturity and understanding of the pupils concerned and within the guidelines of this policy
- 2.8 Due consideration will be given to confidentiality and the procedures outlined in the child protection policy if disclosure or 'cause for concern' arise through informal or planned discussion.
- 2.9 Sex education will be taught in a way that is sensitive to the cultural background, beliefs and attitudes of individual pupils and parents. Care should be taken to ensure that there is no stigmatisation of children based on their home background.
- 2:10 Facts and issues should be presented in an objective, balanced and sensitive manner.
- 2:11 The use of correct terminology will be encouraged.

## **ROLES AND RESPONSIBILITIES**

- 3:1 The P.S.H.E. Co-ordinator has overall responsibility for sex education, will be involved in the consultation process with teachers, parents and children, will monitor teaching and learning and be available to discuss policy and explain the content of the policy and curriculum to parents on request.
- 3.2 Some teachers will need training and support to enable them to feel safe and confident in their delivery of sex education, it is the responsibility of the P.S.H.E. Co-ordinator and Headteacher to make the necessary provision. Arrangements will be made for the induction of new staff.

## **PARENT- SCHOOL PARTNERSHIP**

- 3:3 It is recognised that the responsibility for sex education is shared; parents and carers are partners with the school.
- 3:4 Parents will be consulted about the review and development of the schools sex education policy. This will take the form of information / discussion evenings or surveys.
- 3:5 In the autumn term parents will be informed by letter of the content and organisation of the formal sex and relationship education planned for their child for that academic year.

Parents will be offered opportunities to:

- (i) request a copy of the schools' Sex and Relationship Policy
  - (ii) borrow the Channel 4 video 'Primary Sex Education'
  - (iii) view the videos and resources used in the planned programme
  - (iv) discuss any issues or concerns with the classteacher or P.S.H.E. Co-ordinator.
- 3:6 Parents considering withdrawing their child will be offered ample opportunities for discussion and will be informed of the implications of withdrawal.
- 3:7 The school will ensure that pupils are not withdrawn from the statutory provision of National Curriculum subjects. Section 24 Education Act 1988 'Sex Education in Schools.)

## **SPECIAL EDUCATIONAL NEEDS**

We have a duty to ensure pupils with learning, emotional, social or relationship difficulties are properly included in sex and relationship education, which should help all pupils understand their physical and emotional development, and enable them to make positive decisions in their lives.

Research has shown that some pupils with special educational needs can be more vulnerable to abuse and exploitation than their peers and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable.

The use of videos and an interactive approach presents information in a way that is accessible to all children. Teachers may find they have to be more explicit and plan work in different ways in order to meet the individuals needs of some pupils.

## **LINKS WITH OTHER POLICIES**

Sex education supports and works within the guidelines of the following policies:

Child Protection and Confidentiality  
Moral, Social, Spiritual and Cultural  
P.S.H.E. and Citizenship  
Equal Opportunities  
Behaviour  
Anti- bullying and Anti- racist  
Special Educational Needs and Inclusion

## **RESOURCES**

National Healthy Schools Standard – Toolkit for Life.  
P.S.H.E and Citizenship framework at KS1 & KS2  
Sex and Relationship Education Guidance -2001  
Channel 4 Living and Growing Series. – Videos, teachers notes and a parents video to explain the content and aims of the series.  
Nelson – Health for Life  
Brook Publications  
DVD – Channel 4 – Moral Dilemmas  
Video – Channel 4 – Good Health Guide -Decide for yourself.

## **Outline of the content of Sex and Relationship education at Wayland Junior Academy Watton.**

Sex Education will be delivered in the discreet Programme of Study for P.S.H.E. and Citizenship in the strand Health and Sex Education. It is taught to years 3, 4, 5 and 6, is developmental and takes into account the age, maturity and attainment of pupils. Factual information is taught along side work on Personal Development, Relationships, Healthy Eating, Physical Activity, Health and Drugs Education which support and are central to the aims of Sex and Relationship Education.

The Channel 4 series Living and Growing forms the basis of the curriculum content and teachers follow up the programmes in circle time to encourage children to reflect and talk about the issues. We recognise the sensitivity of the work and the discussions and because of this we establish clear ground rules with the children before starting, which aim at creating an atmosphere of trust and confidentiality in which children value each other and each other's contribution and develop respect for one another. The lessons are taught to boys and girls together so those pupils learn to appreciate, understand and respect the changes experienced by the opposite sex. Throughout the curriculum emphasis is placed upon the value of long term mutually supportive relationships and the value of family life.

### **In year 3 pupils the programme aims to offer children the following opportunities to;**

- learn about life cycles,
- explore the differences between male and female,
- learn about sexual organs their correct names and their purpose
- enable children to reflect on the differences between male and female other than physical differences
- learn that a baby develops inside its mothers womb and that both male and female sex parts are needed to make a baby
- inform children about conception and the growth of a baby in the womb
- learn about the birth of animals and humans
- show that we grow and change, as do all living things
- show that changes are social, that we increasingly become more independent and able to think about others as well as ourselves
- encourage children to reflect on their own development from babies
- consider who cares for them and who is special to them
- look at identity and self esteem, and reinforce the belief that we are all special
- learn about how food, exercise and rest can affect our health, growth and general well being.
- learn about keeping clean

In year 3 most of the work is centred on three videos LIVING AND GROWING UNIT 1.

### **This will be built upon by offering Y4 pupils' opportunities to:**

- explore and discuss the different sorts of relationships in their lives; close friends, boys and girls, family relationships, long term relationships
- explore and discuss their feelings and emotions in different situations and with different people
- find out about different sorts of families, how a family cares for its members
- consider people who care and support me, people who love me, people I care for and support, people I love
- learn about the needs of babies and children and how a parent needs to care for babies and children- being a parent is a long term relationship and commitment
- consider keeping safe- feeling safe – feeling comfortable - not all people are kind to children- strangers – stranger danger- what to do- who to tell
- think about how I am changing, growing up, taking more responsibility, making more choices, being more independent, doing more for other people, at home and school
- what makes me feel good about myself, bad about myself-knowing myself
- learn about how food, exercise and rest can affect our health, growth and general well being

In year 4 most of the work is centred on circle time, which encourages the children to reflect and talk about the issues raised in the videos LIVING AND GROWING UNIT 1.

**In year 5 the programme aims to offer children the following opportunities to;**

- learn about the physical, emotional and social changes that take place at the onset of puberty for boys and girls; and how pupils feel about themselves
- learn about menstruation, the development of the sex organs for both sexes
- affirm that puberty is a normal natural process and that people develop and grow at different rates, some changes are common to both boys and girls
- examine the differences between boys and girls and how feelings and relationships can change towards the opposite sex
- sexual intercourse, fertilisation, the development of the foetus, pregnancy, birth and the needs of a mother and young baby before and after birth
- consider the importance of loving, caring, long term relationships between couples and the value of family units and the relationships within them -
- roles, responsibilities - respecting others
- learn about the importance of keeping clean during puberty, hygienic procedures during menstruation
- learn about how food, exercise and rest can affect our health, growth and general well being
- learn about safety in relationships-feeling comfortable –feeling safe- good and bad touches- respecting yourself – telling people if you feel uncomfortable or if you have any worries
- be aware that some adults are not always kind to children, they harm children and these people are not always strangers

In year 5 most of the work is centred on three videos LIVING AND GROWING UNIT 2

**In year 6 the programme aims to offer children the following opportunities to;**

- learn about the physical, emotional and social changes that take place at the onset of puberty for boys and girls; and how pupils feel about themselves
- learn about menstruation, the development of the sex organs for both sexes
- affirm that puberty is a normal natural process and that people develop and grow at different rates, some changes are common to both boys and girls
- examine the differences between boys and girls and how feelings and relationships can change towards their peers, parents and the opposite sex
- explore images of sex and sexuality that are constantly presented through the media
- ask questions about sexual attraction, masturbation, wet dreams, homosexuality, teenage pregnancy and contraception
- sexual intercourse, fertilisation, the development of the foetus, pregnancy, birth and the needs of a mother and young baby before and after birth
- consider the importance of loving, caring, long term relationships between couples and the value of family units and the relationships within them -
- roles, responsibilities - respecting others – that derogatory sexual comments made to others is a form of bullying learn about the importance of young people keeping clean during puberty,
- learn about hygienic procedures during menstruation
- learn about how food, exercise and rest can affect our health, growth and general well being
- learn about safety in relationships-feeling comfortable –feeling safe- good and bad touches- respecting yourself – telling people if you feel uncomfortable or if you have any worries
- be aware that some adults are not always kind to children, they harm children and these people are not always strangers
- be aware of the laws aiming at protecting young people

In year 6 most of the work is centred on three videos LIVING AND GROWING UNIT 3