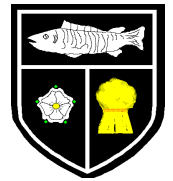


# ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

## Relationships and Sex Education Policy



*SRE is a lifelong learning process of acquiring information developing and forming positive benefits and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999)*

*Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.*

*Primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order the DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age, physical and emotional maturity of the children. Other related policies and documents include the PSHCE, Anti Bullying, Drug Awareness, Child Protection and Race Equality policies.*

### **Section 1**

#### **1.1 Aims and Objectives**

1 This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

2 The SRE programme reflects the school ethos and demonstrates and encourages the following values:-

- Respect for self
- Respect for other
- Responsibility for their own actions

#### **1.2 Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with SEN are given extra support from SEN staff.

#### **1.3 Content**

SRE is taught throughout the school, from Foundation Stage to Year 6. The key aspect of all the schools SRE provision is the teaching the children to understand the importance of healthy emotional relationships, their own mental health and the wellbeing of others. (Details of the content taught at each Key Stage is detailed in section 2)

Materials and resources used throughout take into account the age of the pupils involved and their emotional maturity. The range of material used is available to parents/carers and informative books are available to children and parents/carers.

#### **1.4 Organisation**

SRE is not delivered in isolation but embedded in all curriculum areas including: Science, PSHCE and the Nurture Programmes. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning materials which involve children's full participation and discussions are used.

#### **1.5 Specific Issues within SRE**

Parents/carers have the right to withdraw their children from all or part of the sex and relationship education provided at school **except for those parts included in the statutory National Curriculum Science Orders**. These parents/carers wishing to exercise this right are invited to discuss their concerns with the class teacher and Head teacher.

#### **1.6 Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named protection co-ordinator who may confer with the Head teacher before any decision is made.

The child concerned will be informed that the confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### 1.7 Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### 1.8 Controversial and Sensitive Issues

Staffs are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. The aim is that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

### 1.9 Dealing with Questions

Both formal and informal SRE matters arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and the agreed Question Box can be used. The school believes that individual teachers must use their skill and discretion in this area and refer to the parent, if appropriate or the Child Protection Co-ordinator if they are concerned.

### 1.91 Dissemination

All staff members and governors have access to a copy of the SRE Policy. Copies are available from the school office on request from parents and will be made available on the website.

## **Section 2 (Objectives highlighted in blue related the statutory science objectives as detailed in the 2014 National Curriculum)**

### **2.1 KS1 Programme of Study:**

<b>Learning Objectives</b>	<b>Content</b>
Children will learn to understand and respect the differences and similarities between people.	Are able to define difference and similarity Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that
Children will learn the biological differences between males and females animals and their role in the life-cycle.  Children will be taught to identify, name, draw and label the basic parts of the human body.	Can describe some of the biological differences between male and female animals • Understand that the creation of new life requires a male and a female • Learn that female mammals give birth and nurse their young
Children learn the biological differences between male and female children	This will be taught in years 3 and 4. However if children use the terms with the context of other lessons the class teacher will use their discretion to ensure that the children are using the terms correctly.
Children will learn about growing, from young to old. They will be taught that as they grow their bodies will change.  Children will recognise that living things produce off spring	Understand that all living things including humans start life as babies • Can identify key stages in the human life-cycle • Understand some ways that they have changed since they were babies
Children learn that everybody needs to be cared for and the ways in which they can care for others.	Can identify ways that they can show care towards each other • Understand that we all have different needs and require different types of care

Children will learn about different types of family and the ways in which their home-life is special	Can describe different types of family <ul style="list-style-type: none"> <li>• Understand that families care for each other in a variety of ways</li> <li>• Can identify what is different and special about their home-life</li> </ul>
--	--

## **2.2. Lower KS2 (Years 3 and 4) Programme of Study:**

<b>Learning Objectives</b>	<b>Content</b>
Children will learn about the way they grow and change throughout the human life cycle.	Children <ul style="list-style-type: none"> <li>• Can identify changes during the human life cycle</li> <li>• Understand that changes are on-going.</li> </ul>
Children will learn about the physical changes associated with puberty	Children <ul style="list-style-type: none"> <li>• Are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults</li> <li>• Know that puberty happens differently for everyone and begins and ends at different times</li> <li>• Understand that body changes at puberty are linked to human reproduction</li> </ul>
Children will learn to recognise their own worth as individuals and to challenge stereotyping	Children <ul style="list-style-type: none"> <li>• Can identify positive things about themselves and others</li> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes</li> <li>• Can recognise and challenge stereotyping with confidence</li> </ul>

## **2.3 Upper KS2 (Years 5 and 6) Programme of Study:**

Children will learn about the changes that occur during puberty	Children: <ul style="list-style-type: none"> <li>• Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>• Understand that puberty is individual and can occur any time between 8-17</li> <li>• Understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
Children will learn about menstruation and wet dreams.	Children: <ul style="list-style-type: none"> <li>• Can describe menstruation and wet dreams</li> <li>• Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> <li>• Know and can explain effective methods for managing menstruation and wet dreams</li> </ul>
Children will learn about the impact of puberty on physical hygiene and develop strategies for managing this.	Children: <ul style="list-style-type: none"> <li>• Can explain how changes at puberty affect body hygiene</li> <li>• Can describe how to care for their bodies during puberty</li> <li>• Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>
Children will learn how puberty effects emotions and behaviour. Children will strategies for dealing with the changes associated with puberty	Children: <ul style="list-style-type: none"> <li>• Are able to describe how feelings and behaviour change during puberty.</li> <li>• Understand how changes during puberty can affect relationships with other people</li> <li>• Can devise strategies for managing some of these changes</li> </ul>

Children will learn strategies to deal with feelings in the context of relationships.	<p>Children:</p> <ul style="list-style-type: none"> <li>• Are able to identify feelings and understand how they affect behaviour</li> </ul> <p>Show awareness that feelings change during puberty and these changes can affect our relationships</p> <ul style="list-style-type: none"> <li>• Can practise strategies for managing some of these relationships and changes</li> <li>• Can empathise with other people's feelings in relationships, including parents and carers.</li> </ul>
Children will learn how puberty effects emotions and behaviour. They will develop strategies for dealing with the changes associated with puberty	<p>Children:</p> <ul style="list-style-type: none"> <li>• Are able to describe how feelings and behaviour change during puberty.</li> <li>• Understand how changes during puberty can affect relationships with other people</li> <li>• Can devise strategies for managing some of these changes</li> </ul>
Children will learn what values are important to them in relationships. Children will appreciate the importance of friendship in intimate relationships.	<p>Children:</p> <ul style="list-style-type: none"> <li>• Can identify positive qualities and expectations for a variety of relationships</li> <li>• Can explain the similarities and differences between friendships and intimate relationships</li> <li>• Can describe different types of intimate relationship, including marriage</li> <li>• Understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
Children will learn about human reproduction in the context of the human life-cycle Children will be able to describe the changes as humans develop to old age. Children will describe the life processes of reproduction	<p>Children:</p> <ul style="list-style-type: none"> <li>• Understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• Know that sexual intercourse may be one part of a sexual relationship</li> <li>• Can describe how babies are made, including the relationship between sexual intercourse and conception</li> <li>• Can name the male and female sex cells and reproductive organs</li> </ul>
Children will learn how a baby is made and grows (conception and pregnancy)	<p>Children:</p> <ul style="list-style-type: none"> <li>• Know the key male and female body parts associated with conception and pregnancy</li> <li>• Can define conception and understand the importance of implantation in the womb</li> <li>• Know what pregnancy is, where it occurs and how long it takes</li> </ul>
Children will learn about the roles and responsibilities of carers and parents	<p>Children:</p> <ul style="list-style-type: none"> <li>• Can identify some of the skills and qualities needed to be a parent and carer</li> <li>• Understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>• Can recognise that both men and women can take on these roles and responsibilities</li> </ul>
Children will learn to answer each other's questions about sex and relationships with confidence. They will know where to find support and advice when they need it.	<p>Children:</p> <ul style="list-style-type: none"> <li>• Can answer their own questions about sex and relationships</li> <li>• Can use appropriate language to discuss sex and relationships with confidence</li> <li>• Can identify sources of information, support and advice for children and young people</li> </ul>