

## SEX AND RELATIONSHIPS EDUCATION

### WHAT IS SEX AND RELATIONSHIPS EDUCATION?

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching" (DfES 0116/2000).



### PHILOSOPHY AND RATIONALE

The school's philosophy aims to promote a stimulating and caring environment in which children may experience high standards of education and preparation for the future, working in partnership with parents, governors and the local community.

The personal, social and health education is central to the school's aims, attitudes and values. Sex and Relationships Education is a key aspect of this and contributes to its foundation, by promoting pupil's self-esteem and emotional well-being and helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves, and for others at home, school and in their community.



## AIMS AND OBJECTIVES

1. To develop confidence in talking, listening and thinking about feelings and relationships.
2. To help and support pupils through their physical, emotional and moral development.
3. To generate an atmosphere where questions can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
4. To enable pupils to make responsible and informed choices.
5. To enable pupils to understand the impact of external factors such as media, peer groups and remain independent decision makers.
6. To provide knowledge of human reproductive processes.
7. To educate against discrimination and prejudice.
8. To emphasise the role and value of family life.
9. To ensure that pupils can protect themselves and ask for help and support.
10. To ensure that pupils are prepared for puberty.
11. To enable children to develop the ability to form relationships.
12. To inform children on matters of personal hygiene and health related matters.
13. Values that are promoted are:
14. Respect for oneself and other people.
15. Taking responsibility for one's actions.
16. Honesty and loyalty in relationships.
17. Sensitivity towards the needs and views of others.
18. Recognise and accept the differences of others.
19. Sensitivity towards established morals and values of all major world religions and philosophies.

### THIS WILL SUPPORT THE FOLLOWING SCHOOL POLICIES:

1. Equal Opportunities Policy.
2. Personal, Social and Health Education and Citizenship Policy.
3. Behaviour Policies
4. Statement of School Philosophy, Aims and Objectives.
5. Health and Safety Policy.
6. Safeguarding Policy.

## CONTENT

Governors and teaching staff will take particular care to ensure that the teaching materials used will be of a very high quality and that they, and the aspects of the topics covered, will be appropriate to the needs and ages of the pupils. They will also ensure that children are protected from inappropriate images.

### AGES 4 - 7

Focus will be on:

1. Showing respect.
2. Knowing places that are safe and where to go for help.
3. Personal hygiene.
4. Making safe choices - saying no, when to keep a secret and when to tell.

### AGES 7 - 9

Focus will be on:

1. Recognising their own and other people's feelings.
2. Understanding what families are and what members expect of each other.
3. Developing friendships and the skills needed for relationships e.g. listening, sharing, and caring.
4. Feelings - things that make a person happy, sad, embarrassed, scared etc.
5. Keeping safe.
6. Care of myself.
7. Difficult situations e.g. teasing and bullying.

### AGES 9 - 11

Focus will be on:

1. Keeping healthy
2. Varied lifestyles and how we feel about the differences.
3. Responding assertively to teasing and bullying.
4. Initiating and sustaining friendships.
5. Developing an understanding of different types of relationships.
6. Know how to deal with friendship problems.
7. Know why honesty, loyalty, understanding and respect are important in relationships.
8. Understanding the processes of conception and birth.
9. Changes in the body related to puberty.

## ORGANISATION AND DELIVERY

Aspects of SRE are taught as an integral part of the school's PSHE framework from 4 - 11. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Lessons will be taught by class teachers, sometimes working together and often with support staff and colleagues from the Health service at the upper end of school.

In addition all children will receive lessons on 'Kidsafe' from our Education Support Manager and also from the NSPCC on personal safeguarding.

Pupils may be taught in mixed, separate gender groups or in small groups according to their maturity, understanding and differing needs.

## MONITORING AND EVALUATION

The co-ordinator will ensure the provision meets the needs of pupils by monitoring planning, observing lessons and holding discussion with pupils and teachers.



The learning outcomes for the end of KS1 and KS2 are clearly set out and teachers will focus on these so that the children's learning and their changes in attitudes are monitored effectively.

## PROCEDURES FOR VISITING HEALTH PROFESSIONALS

All visiting Health Professionals will only be involved in the



implementation of the policy after detailed consultation concerning lesson content and teaching method. A teacher will remain in the lesson throughout. The use of suitably qualified and experienced outsiders can greatly enhance a school's SRE programme e.g. a strengthening and developing of the role of the school nurse can help by providing practical, accurate useful information.



## WORKING WITH PARENTS

The policy and resources will be available in school for parents to inspect. Details will be in the annual school prospectus and procedures discussed at the Curriculum evenings so that parents are fully aware of the school's position with regard to SRE. Parents will need to know that the school's SRE programmes compliment and support their role. It is important that children can discuss and question issues at home and school.

Parents retain the right to withdraw their children from all or part of the SRE provided except for those parts included in Statutory National Curriculum. It is anticipated that parents making this request would be invited to school to discuss their concerns and view teaching materials.

## EQUAL OPPORTUNITIES

In support of the Equal Opportunities Policy all pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the Sex and Relationships Education resources and teaching.

## RESOURCES

All resources will be chosen by the co-ordinator in consultation with teachers and governors. Advice will be taken from area advisors and outside agencies e.g. National Healthy Schools Standard. Parent's comments will be taken into consideration.



# Sex & Relationships Education Policy