

Kilby St Mary's CofE (Aided) Primary School

Sex and Relationships Education (SRE) Policy

**Agreed by the Governing Body: February
2015**

Review date: February 2018

Signed

Chair of Governors

Kilby St Mary's CofE (Aided) Primary School

Sex and Relationships Education Policy

Aims of the Sex and Relationships Education Programme.

It is our aim for sex education at this school.

- should be developed in the context of a broad and balanced programme of health education.
- to be an integral part of the learning process, supporting the personal and social development of all pupils.
- to foster self - esteem, self awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience.

Entitlement and Equal Opportunities.

We provide a broad and balanced sex and relationships education programme for all our pupils including those with special educational needs and we ensure full entitlement and access.

Organisation of the School Sex Education Programme.

The sex and relationships education programme is taught by all class teachers.

As with other curriculum areas all pupils in this school are entitled to a planned programme for sex and relationships education which embodies the principles of the LEA Curriculum Statement.

Training Resources / Provisions

Training and resources will be purchased and provided as required, within the budget available.

Methodology: (Teaching / learning styles)

- Sex education should help pupils make informed choices, establish a healthy lifestyle and build up a system of values.
- A wide range of teaching methods are used including discussions, role play, looking at case studies and other active and creative ways of involving pupils in understanding the issues.
- Ground rules are established for group activities / discussions when dealing with sensitive issues.

Classroom Arrangements.

All classes are mixed but are occasionally single sex according to need and subject matter.

Specific Matters.

This school, as part of its planned programme, uses the expertise of health workers and the school nurse.

In accordance with the advice in the Circular 5/94 teachers in this school do not give pupils individual advice on contraception and other aspects of sexual behaviour. In circumstances where a pupil is considered at some risk the teacher would seek advice from the Designated Senior Person for Child Protection.

Where a pupil is considered to be at risk of any type of abuse, the school follows LEA procedures for Child Protection.

However, so that individual pupils' needs are met in terms of accurate advice which teachers cannot give, the school provides arrangements for pupils to talk to the school nurse as required.

In line with parents' rights of withdrawal, this school makes provision for pupils where the parents have chosen to exercise this. (This does not apply to any content area which is part of the National Curriculum).

Working with Parents.

Parents were involved in the formulation of this policy through an open evening and through parent - governors on the working party.

Parents are informed about Sex Education in the school prospectus and full details about the programme are available on request.

We welcome any further views and comments from parents.

Dissemination of the Policy.

Full details of the policy and content of the Sex Education programme are available on request to any interested person, and there is a summary in the school prospectus.

Procedures for Policy Monitoring and Evaluation.

We are committed to monitoring and evaluating the effectiveness of the programme.

This is achieved by:

- pupil feedback
- staff review and feedback
- parental feedback
- OFSTED inspection

This is initiated by the nominated governor for Sex Education, and this review process takes place annually.

Content of the Sex Education Programme.

Key Stage 1.

Young children are usually interested in their own bodies so an understanding of how their bodies work is not only relevant but important for the development of a positive self - concept.

A structured and systematic approach to health education that relates to children's stages of development provides ground work for future topics. Responding to 'children's questions' is not sufficient.

Sex Education at this stage should be integrated into topic or thematic work.

Body Knowledge.

- Be able to name parts of the body including the reproductive system.
- Understand the concept of male and female.

Human growth and development.

- Knows that humans develop at different rates.
- Understand the idea of growing from young to old.

Parenting, families and life cycle.

- Know that babies have special needs.
- Acquire skills of caring for young animals.
- Know that there are different types of family and be able to describe the roles of individuals within the family.
- Know about rituals associated with birth, marriage and death and be able to talk about emotions involved.

Relationships.

- Begin to be able to co-operate with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

Sexuality, sexual identity and self-esteem.

- Discuss roles of individuals within families.
- Understand the importance of valuing oneself and others.

Child protection and safety.

- Know about personal safety, e.g. know that individuals have rights over their own bodies.
- Know that there are differences between good and bad touching.
- Begin to understand that some diseases are infectious and that transmission may be reduced when simple, safe routines are used.
- Begin to develop simple skills and practices which help maintain personal safety.

Personal and social skills.

- Be able to talk about emotions.
- Listening, discussing and sharing.

One theme, growing, can be explored in various ways via different activities in different topic areas.

History

The family tree.
Understanding the
concept of time in
relation to growing up.

English

Feeling good writing and
Role play. Stories of growing up.

Citizenship

Being responsible to and for, others;
role - playing about
helping children to grow into adults.

Art

Expressions of feelings through
drawing painting and
making activities.

Maths

Measuring and observing
class/weight/height.
Concepts of large and small

Science.

Understanding similarities
and differences between
male and female; parts
of the body; the skeleton.
Living things e.g.
tadpoles and frogs.

Key Stage 2.

Many of the topics covered by sex and relationships education involve children 'unlearning' what they have come to believe from a variety of sources.

To develop a healthy sense of self, children should be encouraged to explore issues around sexuality and relationships openly. The ground work for young people developing skills and confidence for embarking on healthy relationships should commence at an early age.

Children should feel good about their physical appearance and not be ashamed, embarrassed or anxious about sexual differences.

Body knowledge.

- Know the basic biology of human reproduction.

Human growth and development.

- Begin to know the physical, emotional and social changes at puberty.
- Know how changes at puberty affect the body in relation to personal hygiene.
- Know how children develop from birth to 5+.
- Understand and accept responsibility for personal cleanliness.

Parenting, families and life cycle.

- Be aware there are different patterns of child rearing.
- Understand the importance of good parenting.

Relationships.

- Understand what is meant by 'relationships' within families, between friends and in the community.
- Understand the meaning of friendship and loyalty.
- Know that there are many different patterns of friendship.
- Recognise that individuals belong to many groups in which they will have different roles.
- Understanding that individual responses to events will vary.

Child protection and safety.

- Exercise some basic techniques for resisting pressure from friends and others.
- Understand that actions have consequences for oneself and others.
- Be able to accept responsibility for the safety of oneself and others.

Personal and social skills.

- Develop skills needed to form relationships.
- Respect other people's emotions and feelings.
- Be able to talk about friends with significant adults.
- Know how to make simple choices and exercise some basic techniques for resisting pressures.

Building Blocks of the Curriculum.

Science.

Process relating to growth and reproduction.

History.

Roles and gender- changing roles of men and women in the past.

Mathematics.

Data Handling.

Family size.

R.E.

Rites of passage: the rituals that take place at birth, the initiation into a faith, marriage and death.

Citizenship.

Help pupils to make informed decisions about, and exercise responsibility in, a democratic society.

Music.

Songs that express strongly felt emotions, especially love.

Art.

Facial changes, considering family likeness and anticipating changes in appearance when older.

English.

Perceptions of ourselves and others.

Dealing with personal problems.