



HOMELANDS PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

ADOPTED BY THE GOVERNORS ON.....06.07.10.....

REVIEWED.....

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SEX AND RELATIONSHIPS EDUCATION **POLICY**

AIMS

The aim of sex and relationship education at Homelands Primary School is to support our pupils in their physical, emotional and moral development, enabling them to make informed choices and to develop a sensitive, responsible attitude to themselves and their relationships with others.

CONTEXT

At Homelands sex and relationship education is not delivered in isolation but forms part of a wider programme for personal, social and health education. All aspects of the programme are interlinked and skills and values developed are reinforced. In conjunction with others this policy has formed part of our work towards Healthy School accreditation.

WHAT IS SEX AND RELATIONSHIP EDUCATION?

Our sex and relationship education has 3 main elements:

Attitudes and Values

- learning the importance of values and moral considerations.
- learning the values of family life, marriage and other stable, lasting relationships for the nurture of children.
- learning the value of respect, love and care.
- developing critical thinking, helping children to make choices and decisions.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy with the feelings of others.
- learning to make choices and to appreciate the consequences of these choices.
- learning about personal safety.

Knowledge and Understanding

- learning about and understanding physical and emotional changes
- understanding human reproduction – conception, childbirth and growth.
- learning about personal hygiene.

- learning about the needs of young children
- learning about different patterns of friendship and relationships.

HOW DO WE ORGANISE THE TEACHING OF SEX AND RELATIONSHIP EDUCATION?

Sex and relationship education forms part of a wider programme of personal, social and health education which is developed as the child moves through the school. Some aspects of the content of our programme is experienced regularly and forms part of the ethos of our school. e.g. those areas linked to relationships and self esteem.

General work about the human body will be linked to a science topic. Children will also ask questions from time to time which are linked to sex education. Staff will deal with these in an open way and give answers appropriate to the age of the child.

WHO TEACHES THE PROGRAMME ?

The programme is in the main delivered by a child's class teacher. However, at the end of key stage 2 when puberty and reproduction are dealt with the Governing Body have decided that both male and female members of staff will be involved along with the School Nurse at times. Teaching will be in the main in mixed sex groups but there will be an opportunity for girls to have additional and practical help about menstruation on their own.

WHEN DO WE TEACH THE PROGRAMME ?

This programme is ongoing as the child moves through the school. Discrete sex education will be taught in Year 6.

LIAISON WITH PARENTS

The Governing Body believes that parents are the key people in teaching their children about sex and relationships. Through sex and relationship programme the school supports the role of parents and recognises that close partnership is vital in making the programme successful.

Parents are informed when teaching about puberty and reproduction is to take place and are invited into school to view any resources to be used. We also encourage parents to take home books which can be used as a basis for discussion with their children.

RIGHT OF WITHDRAWAL FROM SEX EDUCATION

Parents have the right to withdraw from all or part of the sex and relationship education provided at school except for those areas included in the statutory National Curriculum . Any parent wishing to exercise this right should contact the Headteacher.

MONITORING AND EVALUATION

The Governing Body will monitor the policy by receiving feedback from teachers and parents. The programme may be revised in the light of this feedback.

Appendix 1.

Summary of Content of Sex and Relationships Educational Programme

Foundation Stage.

We will provide opportunities for:

- children to share their feelings.
- children to acknowledge and respond to each others feelings.
- children to talk about differences.
- children to learn about the importance of friendship.
- children to listen to and co-operate with others
- children to make choices and decisions and be encouraged to justify them.
- to problem solve to gain confidence in themselves.
- to develop a positive self image.
- to develop a sense of responsibility.

Key Stage One

In years one and two we will provide opportunities for children to:

- share their opinions.
- to deal with their feelings in a positive way.
- recognise choices that they can make.
- realise that other people have needs .
- recognise how their behaviour affects others.
- listen to others and work co-operatively.
- appreciate and respect differences.
- consider the care needed in families and towards friends.
- to make choices that improve health.
- maintain personal hygiene.
- predict and understand the changes which will occur as they grow older.
- name the main parts of the body.
- know how animals, including humans feed, move, grow, use senses and reproduce.

Key Stage One (Cont'd....)

- know that humans and other animals can produce offspring and that these offspring grow into adults.
- know the difference between good and bad touches.
- discuss bullying as it arises.

Lower Key Stage Two

At lower key stage 2 children will be given opportunities to:

- make responsible choices/decisions
- develop a positive self image by identifying their strengths and achievements.
- talk and write about their opinions./feelings
- know how to resist peer pressure.
- know how to protect oneself from bullying.
- consider feelings of others.
- work co-operatively in different groupings.
- know how to judge what kind of physical contact is acceptable/unacceptable
- discuss and accept differences.

Upper Key Stage Two

At Upper key stage 2 children will be given the opportunity to:

- understand stages of human life cycle, this will include:
 - birth
 - puberty – to include changes in their body.
 - conception
 - old age
- understand emotional changes at puberty.
- know how to maintain good personal hygiene.
- be aware of the needs of young children.
- be aware of different kinds of relationships including marriage, friendship.
- know how to protect oneself from bullying
- know how to access help and support.
- consider the feelings of others.
- make responsible choices.
- develop a positive self image by identifying strengths and achievements.

Upper Key Stage Two (Cont'd....)

- know how to resist peer pressure
- work co-operatively in different groupings.
- discuss and accept differences

Appendix 2 Links with National Curriculum Science

Key Stage 1 Science

Children should learn:

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare main external parts of the bodies of humans.
- that humans and animals can reproduce and the offspring grow into adults.
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2 Science

Children should learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle

Appendix 3.

GUIDANCE FOR TEACHERS

Setting Ground rules

The setting of ground rules is important. This will enable teachers to work in a safe environment. The following have been developed as part of our policy:

- Only those areas agreed by the Governing Body and set down in the policy will be covered. When children ask questions outside these areas it is appropriate to
 - a) direct them to parents
 - b) tell them that this information will be covered at a later stage e.g. secondary school.
- No teacher or pupil will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only correct names for body parts will be used.

Distancing techniques

- Teachers can avoid embarrassment and protect pupils privacy by depersonalising discussion. The following techniques can help
 - use of video
 - role play
 - case studies
 - question box

Active learning

Research into what makes sex and relationship education effective shows that discussion and work in groups encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding
- practise their social and personal skills
- consider their beliefs and attitudes
- reflect on their new learning
- plan and shape future action

Confidentiality

The nature and organisation of sex and relationship education may lead to disclosure of a child protection issue. If this does happen then guidelines in the school child protection policy should be followed. Pupils should know that teachers cannot offer unconditional confidentiality.

If confidentiality has to be broken the pupil needs to know that and be supported as appropriate.

RELATIONSHIP AND SEX EDUCATION PROGRAMME

SESSION 1

How do I feel about growing up?

Who am I?

What will happen to me soon?

Agree the language that we will use.

SESSION 2

Changes

Body parts – reference to agreed language in last session.

What is puberty?

What will happen to girls / boys during puberty?

SESSION 3

Split session - Girls - menstruation
 Boys - wet dreams

Personal hygiene

SESSION 4

Relationships

Keeping safe

Who can I turn to for advice and help?

SESSION 5

40 weeks

Conception of a baby

Development of child

Birth of the child

How does a new baby affect the life of the mother / father/ rest of the family?