



Sex and Relationship Education Policy

Effective Sex and Relationship Education (SRE) is a key part of the school curriculum and it gives our pupils important opportunities to learn how to make responsible and well informed decisions about their lives. SRE in school is the responsibility of the Governing Body. Our programme, within the framework of the National Curriculum, is embedded in the PSHE programmes of study and has links to the Science curriculum. It will help young people to learn respect for themselves and others and to move with confidence from childhood to adolescence. Parents are consulted about our programme of SRE and know that their wishes are taken into consideration.

AIMS

- 1 To give children accurate information about; the importance of stable loving relationships, respect, love and care, sexuality, personal health and hygiene.
- 2 To do this in a wider social context without the promotion of any particular sexual orientation or sexual activity.
- 3 To help our pupils understand the moral and social implications of decisions which are made in this area and to understand their own and others' needs and feelings.
- 4 To provide the children with opportunities to discuss their concerns and anxieties in a 'safe' and trusted environment.
- 5 To fulfil statutory requirements and the principles laid down in West Sussex's 'Sex Education Guidelines'.

GOVERNORS' RESPONSIBILITIES

- SRE is at the discretion of the governors, apart from the compulsory part of the Science National Curriculum.
- Governors must ensure that there is an up to date policy on SRE and that relevant information is available to parents.
- They should also ensure that SRE takes notice of 'moral considerations and the value of family life'. (Education Act 1993)
- The governors should have due regard towards any representations made to them by anyone connected with the local community – for example religious groups, ethnic minorities.

CURRICULUM

This is tailored to meet the age, emotional and physical maturity and understanding of pupils. SRE is taught directly within a PSHCE topic throughout KS1 and KS2. It covers knowledge of how the body functions, how it grows and how we change physically and emotionally, how a baby is born and puberty – for both boys and girls.

It is supported by complementary learning programmes – changes in babyhood, looking at parent and family history, discussing friendship and relationships, handling friendship difficulties and bullying, caring and responsibility and building self esteem.

In all cases these issues are handled sensitively – either in a class situation, in group discussions or in one to one discussions with trusted adults. Children are used to handling sensitive issues in discussion through Circle Time. Sometimes single sex sessions may be used and issues relating to both boys and girls are discussed. We also try to be culturally and

Sex and Relationship Education Policy



religiously sensitive, yet inclusive of all children, some of whom may not be free to discuss these issues at home.

Certain ground rules are laid – such as no-one will be forced to take part in a discussion or have to answer a personal question. Teachers will be ready at all times to deal with questions on relationships and sexuality, naturally and honestly, as and when they arise. Valid questions which are too explicit/ inappropriate for the whole class, can be answered individually.

Children will be asked to reflect upon what they have learned and the implications for themselves and others.

EQUAL OPPORTUNITIES

We believe that all children have the right to have sensible questions answered honestly. We also believe that all children should have received factual, basic SRE as outlined in this policy before they leave school. This is regardless of gender, religion or culture.

INCLUSION AND CHILDREN WITH SEND

All children will have equal access to the curriculum. Details may be found in the school's SEND and Inclusion Policy.

PARENTS

We will liaise closely with parents – particularly over the materials being used. When media representations are used, parents are invited into school to view them beforehand. Parents are always informed when SRE is taking place so that they can be prepared to answer questions within the cultural and moral setting of their home.

Parents will be assured at the specially arranged meetings, prior to the start of the programme, that the personal beliefs of teachers will not influence the curriculum being taught.

Parents can withdraw their child from any part of the SRE programme that is not included in the Science curriculum. They should see the Headteacher in order to do this. Parents do not have to give their reasons for withdrawing children, but should be encouraged to discuss their views with the Headteacher, who may be able to allay any worries and explain the adverse implications of removing children. Children who are withdrawn from SRE will work in a separate area or in a different year group.

Confidentiality / Child Protection

The school has a Safeguarding/Child Protection Policy operating within the West Sussex County Council guidelines. Procedures for dealing with a disclosure are available on request at the school.

Monitoring and evaluation

There will be ongoing monitoring and evaluation of the programme for SRE. This will be carried out by the Headteacher, PSHE Lead, teachers and representatives of the Governing Body responsible. Staff, parents and pupils are consulted on issues as appropriate.

Policy Links

This policy should be read in conjunction with the PSHE, Science and Safeguarding policies.

Sex and Relationship Education Policy



The policy will be reviewed annually by the Headteacher, and governors.



Sex and Relationship Education Policy

APPENDIX

Curriculum PSHE: sex and relationship education (SRE)			
Year	Y2 Boys and girls, families	Y4 Growing up and changing	Y8 Healthy relationships How a baby is made?
Lesson 1 Learning intention - Pupils learn: Learning outcomes - Pupils:	1. to understand and respect the differences and similarities between people 1.1 are able to define difference and similarity 1.2 understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that	1. about the way we grow and change throughout the human lifecycle 1.1 can identify changes throughout the human life cycle 1.2 understand change is on-going 1.3 understand change is individual	1. about the changes that occur during puberty 1.1 can identify the physical, emotional and behavioural changes that occur during puberty for both males and females 1.2 understand that puberty is individual and can occur any time between 8-17 1.3 understand that body changes at puberty are a preparation for sexual maturity
Lesson 2 Learning intention Pupils learn: Learning outcomes Pupils:	2. about the biological differences between male and female animals and their roles in the life cycle 2.1 know that female mammals give birth and nurse their young 2.2 can describe the biological differences between male and female 2.3 understand that the creation of life requires a male and female	2. about the impact of puberty in physical hygiene and strategies for managing this 2.1 are able to define puberty, the changes that occur sometime between 8-17 that turn us from children to young adults 2.2 identify physical changes associated with puberty 2.3 understand that everyone's experience of puberty is different and that it begins and ends at different times	2. to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact 2.1 understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture 2.2 can recognise and challenge gender stereotypes 2.3 understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour
Lesson 3 Learning intention - Pupils learn: Learning outcomes - Pupils:	3. the biological differences between male and female children 3.1 identify and name biological terms for male and female sex parts 3.2 can label the male and female sex parts with confidence 3.3 understand that the male and female sex parts are related to reproduction	3. about the physical changes associated with puberty 3.1 can describe menstruation and wet dreams 3.2 can explain effective methods for managing menstruation and wet dreams 3.3 understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams	3. what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships 3.1 can identify positive qualities and expectations from a variety of relationships 3.2 can explain the similarities and differences between friendships and intimate relationships 3.3 can describe that there are different types of intimate relationships, including marriage 3.4 understand that sex or making love may be one part of an intimate relationship between adults
Lesson 4 Learning intention Pupils learn: Learning outcomes Pupils:	4. about growing from young to old and that they are growing and changing 4.1 can identify key stages in the human life cycle 4.2 understand some ways they have changed since they were babies 4.3 understand that all living things including humans start life as babies	4. about menstruation and wet dreams 4.1 can explain how changes at puberty affect body hygiene 4.2 can describe how to care for their bodies during puberty 4.3 can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming	4. about human reproduction in the context of the human lifecycle 4.1 understand that sexuality is expressed in a variety of ways between consenting adults 4.2 know that sexual intercourse may be one part of a sexual relationship 4.3 can describe how babies are made and explain how sexual intercourse is related to conception 4.4 can name the male and female sex cells and reproductive organs
Lesson 5 Learning intention - Pupils learn: Learning outcomes - Pupils:	5. that everybody needs to be cared for and ways in which they care for others 5.1 understand that we all have different needs and require different types of care 5.2 identify ways we show care towards each other 5.3 understand the link between needs, caring and changes throughout the life cycle	5. how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty 5.1 are able to describe how feelings and behaviour change during puberty 5.2 can devise strategies for managing these changes 5.3 understand how changes during puberty can affect relationships with other people	5. how a baby is made and grows (conception and pregnancy) 5.1 know the male and female body parts associated with conception and pregnancy 5.2 can define conception and understand the importance of implantation in the womb 5.3 know what pregnancy is, where it occurs and how long it takes
Lesson 6 Learning intention - Pupils learn: Learning outcomes - Pupils:	6. about different types of family and how their home-life is special 6.1 can describe different types of family 6.2 identify what is special and different about their home life 6.3 understand families care for each other in a variety of ways	6. strategies to deal with feelings in the context of relationships 6.1 are able to identify feelings and understand how they affect behaviour 6.2 can practise strategies for managing relationships and changes during puberty 6.3 can empathise with other people's feelings in relationships, including parents and carers	6. about roles and responsibilities of carers and parents 6.1 can identify some of the skills and qualities needed to be parent and carer 6.2 understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children 6.3 can recognise that both men and women can take on these roles and responsibilities

Sex and Relationship Education Policy



Curriculum PSHE: sex and relationship education (SRE)			
<p>Lesson 7</p> <p>Learning intention - Pupils learn: Learning Outcome - PUPILS</p>		<p>7. to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>7.1 can identify sources of information, support and advice for children and young people</p> <p>7.2 can use appropriate language to discuss puberty and growing up with confidence</p> <p>7.3 can answer their own questions about puberty and growing up</p>	<p>7. to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>7.1 can answer their own questions about sex and relationships</p> <p>7.2 can use appropriate language to discuss sex and relationships and growing up with confidence</p> <p>7.3 can identify sources of information, support and advice for children and young people</p>
			<p>Additional lessons: schools will want to consider including these lessons, as part of SRE policy development</p>
<p>Lesson 8</p> <p>Learning intention - Pupils learn: Learning Outcome - PUPILS</p>			<p>8. some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</p> <p>8.1 know that HIV can affect anyone, not a specific group or type of person</p> <p>8.2 can identify how HIV can and cannot be passed on</p>
<p>Lesson 9</p> <p>Learning intention - Pupils learn: Learning Outcome - PUPILS</p>			<p>9. about how the risk of HIV can be reduced</p> <p>9.1 know that the risk of HIV being passed on can be reduced if a condom is used</p> <p>9.2 can describe how a condom protects against HIV and other sexually transmitted infections</p>
<p>Lesson 10</p> <p>Learning intention - Pupils learn: Learning Outcome - PUPILS</p>			<p>10. that contraception can be used to stop a baby from being conceived</p> <p>10.1 know that a condom stops sperm from meeting an egg and therefore stops fertilisation</p> <p>10.2 know that women can take a pill to stop an egg being released, preventing conception</p> <p>10.3 understand contraception is both partners' responsibility</p>