



SEX AND RELATIONSHIPS EDUCATION POLICY

<p>1. Introduction</p>	<p>1.1 We believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life</p> <p>1.2 We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum</p>
<p>2. What is meant by Sex and Relationships Education?</p>	<p>2.1 Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical</p>
<p>3. Aims</p>	<p>3.1 We aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers</p>
<p>4. Where and How SRE is taught</p>	<p>4.1 The Class Teachers deliver SRE formally in the Summer term of Key Stage 1 and Key Stage 2. This links with the Living and Growing Science module within our two year rolling programme. Parents are shown the materials beforehand. It has been decided that the Key Stage 1 video will be shown to Year 2 only and the rolling programme will be altered accordingly</p> <p>4.2 Parents may wish to withdraw their child from the PSHE sessions and can do this by making an appointment to discuss the issue with the Head. However, when SRE is taught as part of National Curriculum science, they cannot be removed</p>

<p>5. Equal opportunities</p>	<p>5.1 SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation</p> <p>5.2 If a pupil is absent from school and does not participate in the SRE programme, the school will ensure that teaching materials are made available</p> <p>5.3 Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school</p> <p>5.4 The school will not discriminate against any member of the school community who is infected or affected by HIV</p>
<p>6. Personal Beliefs</p>	<p>6.1 The personal beliefs and attitudes of teachers will not influence their teaching of SRE</p>
<p>7. Language and ground rules in lessons</p>	<p>7.1 All staff teaching SRE will set ground rules in their classes. For example:</p> <ul style="list-style-type: none"> • No one (teacher or pupil) will have to answer a personal question • No one will be forced to take part in a discussion • The only language used will be easily understood and acceptable to everyone in the class • Only the correct names for body parts will be used • Meanings of words will be explained in a sensible and factual way <p>7.2 Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person</p>

8. Dealing with difficult questions	<p>8.1 We have a variety of strategies for dealing with difficult questions. For example:</p> <ul style="list-style-type: none"> •if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers; •if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county
9. Puberty	<p>9.1 Boys and girls need to be prepared for puberty before they reach this developmental stage. We teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons</p>
10. Menstruation	<p>10.1 Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls</p> <p>10.2 We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (e.g. Requests for sanitary protection are dealt with in the School Office. There are trained First Aid staff in the office who are used to dealing with sensitive issues.) There is a sanitary bin located in the upstairs toilet</p> <p>10.3 Homophobic bullying is totally unacceptable. The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request</p>
11. Curriculum planning	<p>11.1 Education about SRE occurs in a number of subject areas. We use OFSTED'S desired learning outcomes to plan our curriculum and monitor how effective our teaching has been. These learning outcomes are attached</p>
12. Review	<p>12.1 This policy is reviewed annually</p>

Signed:.....

Date:.....

By the end of Key Stage 1

1	Pupils will be able to:
a)	recognise and compare the main external parts of the bodies of humans*
b)	recognise similarities and differences between themselves and others and treat others with sensitivity
c)	identify and share their feelings with others
d)	recognise safe and unsafe situations
e)	identify and be able to talk with someone they trust
f)	be aware that their feelings and actions have an impact on others
g)	make a friend, talk with them and share feelings
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

2	Pupils will know and understand:
a)	that animals, including humans, grow and reproduce*
b)	That humans and animals can produce offspring and these grow into adults*
c)	the basic rules for keeping themselves safe and healthy
d)	about safe places to play and safe people to be with
e)	the needs of babies and young people
f)	ways in which they are like and different from others
g)	that they have some control over their actions and bodies
h)	The names of the main external parts of the body including agreed names for sexual parts
i)	why families are special for caring and sharing.

3.	Pupils will have considered:
a)	why families are special
b)	the similarities and differences between people
c)	how their feelings and actions have an impact on other people.

By the end of Key Stage 2

4	Pupils will be able to:
a)	express opinions, for example, about relationships and bullying
b)	listen to, and support others
c)	respect other people's viewpoints and beliefs
d)	recognise their changing emotions with friends and family and be able to express their feelings positively
e)	identify adults they can trust and who they can ask for help
f)	be self-confident in a wide range of new situations, such as seeking new friends
g)	form opinions that they can articulate to a variety of audiences
h)	recognise their own worth and identify positive things about themselves
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others
j)	see things from other people's viewpoints, for example their parents and their carers
k)	discuss moral questions
l)	listen to, support their friends and manage friendship problems
m)	recognise and challenge stereotypes, for example in relation to gender
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them

6	Pupils will have considered:
a)	the diversity of lifestyles
b)	others' points of view, including their parents' or carers'
c)	why being different can provoke bullying and why this is unacceptable
d)	when it is appropriate to take a risk and when to say no and seek help
e)	the diversity of values and customs in the school and in the community
f)	the need for trust and love in established relationships.