

## **POLICY TITLE: SEX AND RELATIONSHIPS EDUCATION**

### **AIM:**

Sex and Relationships Education aims to help young people to understand the facts about sex and sexuality, to develop self-esteem, respect for others and to build self confidence in decision making. The development of self-esteem is central; young people who feel positive about themselves are more likely to develop caring relationships. The programme for sex and relationships education is firmly rooted in the context of moral considerations and family relationships. It is organised within the PSHE framework and designed to be inclusive and to meet the needs of all young people, taking account of mutual respect, rights and responsibilities, equality with regard to gender and sexuality and acceptance of diversity.

### **ROLES AND RESPONSIBILITIES:**

#### ***The Principal will ensure that:***

- The Local governing body is advised about sex and relationships education at the Academy
- Sex and relationships education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of respect, love and commitment in relationships.
- Pupils are protected from inappropriate teaching materials
- A scheme of work is agreed and implemented by the teachers responsible in Science and PSHE
- Parents are informed about the programme for sex and relationships education via the prospectus and academy website

#### ***Staff will:***

- Provide sex and relationships education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- Implement the agreed scheme of work
- Participate in training (where applicable) to provide sex and relationships education in line with the Academy policy
- Draw the attention of the Principal to any materials which they consider to be inappropriate
- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex and relationships education

#### ***The Local governing body will:***

- Seek the advice of the Principal on this policy and make it available to parents upon request

- Confirm that sex and relationships education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- Use their discretion to accept or reject requests from parents for their children to be withdrawn from any sex and relationships education to which they object. It is Academy policy to show sensitivity to the views of parents whose ethnic background and/or religious beliefs cause them to hold strong reservations about such education.

## **MONITORING AND EVALUATION**

- Lessons on sex and relationships education will be observed in the normal programme of monitoring teaching and learning

**DATE OF NEXT REVIEW    July 2015**

## Sex and Relationship Education - Subject content

Children's Sex and Relationship Education (SRE) should provide them with the foundations to lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of body changes in puberty, sex and sexuality. An effective SRE for our children will prepare them for the opportunities, responsibilities and experiences of adult life.

To ensure well-rounded and progressive learning, SRE has been divided into four main areas: *Body changes and Puberty*, *Reproduction*, *Emotions and Relationships*. Much of the content can be taught through PE and Science, but some fundamental aspects must be taught explicitly in PSHE lessons. Our school's SRE will draw on a combination of the expertise and knowledge of the children from the teachers, but also external agencies.

Along with a secure knowledge of the curriculum and development of skills within SRE, teachers and adults working to deliver the content should have a clear understanding of the confidentiality and child protection procedures to follow within the school.

	Body Changes and Puberty	Reproduction	Emotions	Relationships
<b>EYFS</b>	The skills and learning that have been outlined from KS1 to Upper KS2 build upon the children's learning in the EYFS. The areas of SRE grow from skills in their Personal, Social and Emotional Development, Communication and Language, Physical Development, Understanding the World and People and Communities.			
<b>KS1</b>	Children should be taught: <ul style="list-style-type: none"> <li>To name and identify different parts of the body</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>About the life cycles of animals and humans</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>Who are people/adults we trust?</li> <li>To identify a range of emotions, both positive and negative</li> <li>To be able to talk about the people they love</li> </ul>	Children should be taught: <ul style="list-style-type: none"> <li>To talk about the ways they can be a good friend and demonstrate this in their behaviour</li> <li>To talk with confidence and pride about their family unit and what it looks like</li> </ul>

## Lower KS2

- To understand and identify different factors that contribute to having a healthy lifestyle e.g. diet, physical exercise, hygiene etc.
- To recognise the effect physical exercise has on the body e.g. sweating, muscle building etc.

- About the reproduction of living things such as flowers e.g. pollinating, germinating etc.
- About Genetics. The passing on of features, both in animals and humans.
- About twins and ethnic diversity (this may be linked to figures of popular culture to provide positive role models)

- To begin to recognise emotional responses to situations e.g. jealousy, joy, anxiety, frustration etc.
- To develop a range of strategies to help them "work through" these emotional responses
- To identify ways of picking up on other people's feelings and how to support others.
- To talk about different people they love, beyond their immediate family.

- To recognise and accept there are different make ups of families in modern Britain
- To understand what makes a deep and meaningful relationship e.g. love, trust, sympathy etc.
- To find strategies to resolve conflicts with friends and recognise that this is common in relationships
- To recognise that friends come in many different forms and children feel proud of the friendships they build "It's ok to be friends with..."

In the summer term of Year 4, children should be prepared for the teaching of body changes in Year 5 and staff should address/be sympathetic to any changes that may have already taken place for individuals.

\*Children begin to change separately in Year 5 for PE

<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>• That both boys and girls through physical, hormonal changes in puberty; these changes are natural and normal</li> <li>• That some of these changes are involuntary and this can lead to embarrassment</li> <li>• Girls will begin menstruation, hair growth on the body, breast growth, mood changes etc.</li> <li>• Boys voices will change, they will have hair growth over the face and body, mood changes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• How humans reproduce and the development of a baby</li> </ul>	<ul style="list-style-type: none"> <li>• That the changes people experience in puberty are involuntary and this can lead to embarrassment. It is normal and part of growing up.</li> <li>• To realise that images of men and women in the media are not always accurate representations.</li> <li>• To identify positive role models in their lives.</li> <li>• To identify and distinguish between feelings of attraction, "fancying" and love.</li> <li>• To recognise the role of love in a relationship and how this can provide a secure environment (sometimes through marriage) for a child to be born into.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect one another and their diversity</li> <li>• The change in laws to provide equal rights/opportunities for a range of people, including women.</li> <li>• To identify positive relationships to be balanced and equal.</li> <li>• To identify and distinguish between feelings of attraction, "fancying" and love.</li> <li>• To see the difference between the love we have for friends and that which we have in a relationship/marriage.</li> </ul>
	<p><b>N.B: Children should be divided into same sex groups to respect their feelings, as well as their cultural/religious values and views.</b></p>			