

## New Oscott Primary School

### Sex and Relationship Education Policy

#### Key Stage One

Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up, and in preparing them for the challenges and responsibilities which sexual maturity brings.

Sex and Relationship Education is taught as far as reasonably practical in a manner which encourages due regard for moral considerations and due regard to family life.

Sex and Relationship Education is part of the National Curriculum and taught through health and science topics. Teachers encourage children's questions and give opportunity for further understanding on the following themes:

#### **Foundation**

Ourselves and Our Families

Good and Bad Feelings

Life Cycles

#### **Year 1**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Year 2**

Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

At all times the content of lessons is appropriate to a child's age and stage of development.

## **Key Stage Two**

### **Introduction**

Our schools Sex and Relationship policy is based on the Sex and Relationship Education Guidance (DfEE 0116/2000). In this document Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. In Key Stage Two an ongoing programme of education and support has been developed which aims to ensure that the children are nurtured towards maturity both physically, emotionally and morally. It is firmly embedded in our PSHE work and its basic elements form strands that are woven through the whole curriculum.

### **Moral and Values Framework**

Sex and Relationship Education will reflect the values of the PSHE and Citizenship programme. Sex and Relationship Education will be taught in the context of relationships.

In addition Sex and Relationship Education will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Aims and Objectives for Sex and Relationship Education**

The aim of Sex and Relationship Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

### **Main Elements**

#### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.

- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health advice and contraception

### **Organisation**

We teach Sex and Relationship Education through different aspects of the school curriculum. While we carry out our main sex and relationship education teaching in our PSHE, we also teach some sex and relationship education through other curriculum areas such as Science, RE and PE, where we feel they contribute significantly to a child's knowledge and understanding of his or hers own body and how it is changing and developing.

### **Science**

Some parts of Sex and Relationship Education are compulsory - these are part of the national curriculum for science:

#### **Key Stage 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **Years 5 and 6**

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

### Year 6

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **PSHE/SEAL, PE and RE lessons**

From an early age pupils develop skills to form friendships and think about relationships with others. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. . In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They also learn about personal safety. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and Relationship Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

### **The teaching programme for Sex and Relationship Education in Years 5 and 6**

As previously stated Sex and Relationship Education forms an integral part of our PSHE curriculum. We aim to ensure that the teaching and nurturing of the fundamental qualities of love, care and respect underpins the whole of our school curriculum and forms the basis of our ethos. It is our intention however, that during the Spring and Summer Term of each year we teach the discreet elements of sex education, to our year 5 and 6 children specifically. These elements will initially be built upon the science objectives and extended into the appropriate aspects of the Sex and Relationships and PSHE curriculum.

The 'Foundations' agency is employed by the school to deliver lessons to years 5 and 6 separately. School staff are also present during these sessions and do their best to answer any questions with sensitivity and care. A letter will be sent to parents stating our intention to deliver the Sex and Relationship Education programme, inviting them to view resources and giving them the opportunity to state their wish to allow their child to take part or be withdrawn.

In year 5 we place a particular emphasis on health, as many children experience puberty at this age and boys and girls sessions are delivered separately in year 5 in the second session. The session content and structure for year 5 is as follows:

### **Year 5 Sex and Relationship Education:**

These sessions are delivered during the spring or summer terms.

#### **Session One - 'The Miracle'**

The development of the child in the womb.

1 x full class group of approx 45 mins.

#### **Aims**

- To allow pupils to explore the miracle of the development of a baby during pregnancy
- To chart the development of a baby in the womb
- To establish how unique and special we are, even before we are born
- To explore the type of environment a newborn baby would need to thrive

#### **Session Two - Changes during puberty**

1 x All girl group - 45 mins approx

1 x All boy group - 30 mins approx

#### ***Girls***

##### ***Human development***

- To show the physical changes from 18 months to adulthood
- To introduce correct terminology for the internal and external genitalia

##### **Personal Hygiene**

##### ***To look at how puberty affects personal hygiene***

- To look at different types of personal hygiene products available

##### **Periods**

- To enable pupils to understand the

#### ***Boys***

##### ***Human development***

- To show the physical changes from 18 months to adulthood
- To introduce correct terminology for the internal and external genitalia

##### **Personal Hygiene**

##### ***To look at how puberty affects personal hygiene***

- To look at different types of personal hygiene products available

cycle of periods and the reasons they occur

-To give opportunity for discussion on different products available for dealing with periods

-To discuss school provision and support

-To encourage an awareness of the effect and practicalities of periods

-To give a platform for fears and questions to be aired

## **Year 6 Sex and Relationship Education**

These sessions are also delivered by 'foundations'. There are 6 sessions in total with the following content:

### **Session One - Life Line**

- To discuss various laws that governs behaviour in the UK
- To explore the sequential possibilities in the human life cycle
- To introduce correct terms for the various stages of life from pre-birth to death
- To consider the different emotions that occurs at particular times of our lives

### **Session Two - Transition**

- To give opportunity to explore negative and positive emotions connected with transition.
- To give a platform for pupils to explore the potential dangers of various activities and build confidence in their own decision making

### **Session Three - Body Parts (builds on year 5 sessions)**

- To show the physical changes in both sexes from toddler to adult
- To introduce correct terminology for the genitalia
- To give a platform for the pupils to sequence human reproduction
- To consider the value of a child in the womb
- To explore 2 forms of contraception

#### **Session Four - HIV and AIDS**

- To establish that HIV is a human virus that develops into AIDS and is transmitted via three body fluids
- To explain through drama, how the HIV virus affects the immune system
- To explore how a person might feel when they discover they have acquired HIV
- To explore emotions and prejudices connected with the virus
- To look at risks connected with activities that involve body fluids
- To give the pupils a chance to raise their own questions

#### **Session Five - Prejudices**

- To establish the meaning of the word prejudice
- To recognise how easy it is to hold a prejudice
- To identify the diversity of different family groups
- To explore and record the difficulties and advantages for each family group
- To allow an honest feedback on changed feelings and prejudices
- To introduce correct terms for different types of relationships

#### **Session Six -Drug Education**

- To recognise the differences between prescribed drugs and illegal drugs
- To recognise the effects of drugs on the body
- To recognise the effects of alcohol on the body
- To consider the effects of peer pressure

#### **Parental consultation**

The school informs parents when aspects of the Sex and Relationship programme are taught and provides opportunities for parents to view the resources being used at a parents information evening prior to the session (Years 5 and 6).

Parents have the right to withdraw their children from those aspects of Sex and Relationship Education, not included in the National Curriculum Science Orders, alternative work would be set.

#### **Child Protection / Confidentiality**

Teachers will conduct Sex and Relationship Education lessons in a sensitive manner and seek to provide an atmosphere of trust and confidentiality. We would wish that the children express their thoughts and concerns in an open and honest fashion in order to avoid stress or embarrassment.

If a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if they suspect that a child may be the victim of abuse.

Sanitary provision is available in the school office and the First Aid Room. Suitable sanitary disposal facilities are available in the girls' toilets.

Girls are offered privacy arrangements when changing for PE/Games in upper school.

### **Monitoring and Evaluation**

The Pastoral Team Leader and Science Leader will monitor the delivery of the Sex and Relationship policy and report annually to the Governors' Curriculum Committee.

At the end of each programme a questionnaire will be given to the children to establish whether they have had their questions answered and if they have any concerns. Where appropriate teachers may feedback concerns to parents, if they consider further support is needed.

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