



# KIMPTON PRIMARY SCHOOL SEX AND RELATIONSHIP EDUCATION POLICY

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## REVIEW RECORD

Name of Policy	
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date reviewed with staff
Headteacher	June 2016
Governors and Committee Responsible for Review	Date of Review
Curriculum and Community	June 2016
Date Adoption recorded in Governing Body minutes	Date of Next Review
	June 2019

## RECORD OF AMENDMENTS SINCE LAST REVIEW

Page/Clause Amended	Brief Details of Changes

**A SIGNED COPY OF THE POLICY IS KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE**

Signatories		
Headteacher:		16 <sup>th</sup> June 2016
Chair of Governors:		16 <sup>th</sup> June 2016

### INTRODUCTION

It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary age. The broader topic of sex and relationships education (SRE) is currently not compulsory but is contained within non statutory PSHE education within the National Curriculum and is strongly recommended within Government SRE Guidance. (See Appendix 1 for the National Curriculum programmes of study.)

The governing body endorses the view that effective SRE is essential if young people are to make responsible and well informed decisions about their lives and this policy therefore describes the content and organisation of SRE taught outside the Science Curriculum.

The objective of SRE is to help and support young people through their physical, emotional and moral development in order that they can develop the skills and knowledge to make decisions about how they relate to others.

The governors believe that a successful SRE programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The school works with parents/carers to ensure that the teaching of sex and relationships education reflects their expectations and complements teaching at home.

This policy is based on guidance set out in DfEE 0116/2000 Sex and Relationship Education Guidance (July 2000); the FPA Policy Statement (January 2006), Sex Education Forum briefing paper (March 2011) and HCC guidance.

### What is sex and relationship education?

SRE must be inclusive and relevant and should meet the educational and emotional needs of *all* pupils. It has the needs and rights of children and young people, rather than the concerns of adults, at its centre.

SRE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationship and empathy for others. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

There are three main elements:

- **Attitudes and values:** developing positive attitudes and values that support self-esteem and wellbeing, an appreciation of difference; tolerance; openness.
- **Personal and social skills:** gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices
- **Knowledge and understanding:** acquiring relevant and age appropriate knowledge

### Links to other policies/documents

This policy should be read in conjunction with the school's statement of Vision and Values, the PHSE Policy, Child Protection Policy and the Equality Policy.

### **POLICY**

Sex and Relationship Education (SRE) at Kimpton Primary School is firmly rooted within the framework for PHSE and Citizenship – see Appendix 2. The SRE curriculum aims to ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

These topics are delivered within the context of the National Healthy Schools Standard, ensuring that SRE is appropriately set for the age and maturity of the pupils, through four broad themes:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

Reproduction and growing up are presented to children in a sensitive, simple and straightforward way that is appropriate to their age, needs and understanding. In particular, the school supports pupils' ongoing emotional and physical development as they approach the transition to secondary school.

In Year 5, the children are given information about health, hygiene and life processes. The girls have a separate session about menstruation. In Year 6, the children revisit these topics and also learn about human reproduction.

The Governors require that all parents be kept informed of the nature and content of the SRE that is to be offered to their children during their years at Kimpton Primary School, strengthening the importance of the partnership between home and school. An opportunity to view the key materials used is given at a meeting for parents of Year 6 children and any queries can be answered at the meeting or in private.

Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not from statutory science lessons. Any parents wishing to exercise this right should contact the Headteacher, who will first invite the parents to attend a meeting to discuss their concerns; following this discussion, if parents still wish to withdraw their child from SRE, reassurance will be given about appropriate alternative arrangements and the Headteacher will provide information about the lessons being missed and ideas for other sources of support for the parents to fulfil the task of educating their child.

Parents will be made aware of the programme's content and will be consulted if changes to the school's SRE policy are being considered.

## Section 3

### **ARRANGEMENTS FOR MONITORING AND REVIEW**

This policy shall be evaluated annually by the Headteacher and PHSE subject leader.

Lessons will be observed in the normal programme of monitoring teaching.

The headteacher will report to the governors the number of pupils withdrawn from lessons

This policy shall be reviewed at least once every three years by governors in accordance with the Governing Body Year Planner. Next scheduled date for review 2015/16.

### LEARNING OUTCOMES IN EARLY YEARS AND KS1

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

#### **By the end of the Foundation Stage**

##### **Pupils will be able to:**

- Find out about and identify some features of living things they observe (naming external body parts, animal life cycles)
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Form warm, caring attachments (friendships) with others in a group
- Adapt their behaviour for different social situations

#### **By the end of Key Stage 1**

##### **Pupils will be able to:**

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity and respect
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

##### **Pupils will know and understand:**

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others

##### **Pupils will have considered:**

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

## KEY STAGE 2 – SEX AND RELATIONSHIPS EDUCATION IN THE CURRICULUM

<b>Science: Statutory Programme of study: (NC, 1999)</b>	<b>PSHE: Non-statutory Framework (NC, 1999)</b>
<i>Pupils should be taught:</i>	<i>Pupils should be taught:</i>
<p><b>Life processes</b> That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p><b>Humans and other animals</b> About the main stages of the human lifecycle</p>	<p><b>Developing confidence and responsibility and making the most of their abilities</b></p> <p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p><b>Developing a healthy, safer lifestyle</b></p> <ul style="list-style-type: none"> <li>• About how the body changes as they approach puberty</li> <li>• To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable</li> <li>• That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> </ul> <p><b>Developing good relationships and respecting the differences between people</b></p> <ul style="list-style-type: none"> <li>• That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>• To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>• To recognise and challenge stereotypes</li> <li>• That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>• Where individuals, families and groups can get help and support</li> </ul>

**KIMPTON PRIMARY SCHOOL SEX RELATIONSHIP EDUCATION CURRICULUM CONTENT**

- 1) The body and its functions
  - Using language with which the teacher and the child feels comfortable
  - Leading to the use of correct terminology
- 2) Relationships
  - Examples of families
  - Friendships – boy/girl, boy/boy, girl/girl, etc.
  - Different roles of family members
- 3) Reproduction
  - In the context of a stable and caring relationship between a man and a woman
  - May introduce the subject of AIDS and contraception if questions arise
- 4) Puberty
  - Physical and emotional change
  - Menstruation

	<b>Body</b>	<b>Citizenship</b>
<b>Year 3</b>	Function of internal/external organs Health and hygiene/keeping clean Keeping fit Teeth/skeleton	Relationships Belonging to a group Community Symbolism Identity Respecting beliefs
<b>Year 4</b>	Skeleton (human) Vision Five senses	Relationships Belonging to a group Community Symbolism Identity Role Models
<b>Year 5</b>	Micro-organisms Diseases Keeping clean Menstruation	Relationships Belonging to a group Community Symbolism Identity Role models Respecting environment
<b>Year 6</b>	Keeping clean Sex education	Relationships Belonging to a group Community Symbolism Identity Care for younger children Explicit responsibility for younger children More responsibility for school environment Forming, respecting and debating opinions