



## Sex & Relationships Education Policy

### Rationale

This policy outlines the purpose, nature and management of sex and relationships taught in our school. Sex & Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

In Key Stage 1 Sex Education is not taught explicitly. We aim to develop sex and relationships in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education. Sex & Relationship Education will be fully integrated into the curriculum.

### Aims:

SRE should enhance learning through:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

### Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life within stable and loving relationships for the nurture of the children
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

### Personal and social skills:

- Learning to manage emotions and relationships with confidence and sensitivity
- 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
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness
- Helping children to understand that some touch can be unwelcome and to resist unwanted touch

### Knowledge and understanding

- Encourage the acceptance of physical development by providing age appropriate vocabulary for the sexual parts of the body and encouraging positive attitudes to all bodily functions
- Generating an atmosphere where children feel safe to ask questions and raise concerns

### Broad Guidelines

- We will teach SRE through different aspects of the curriculum. Much of this teaching will take

place in PSHE and SEAL sessions (Social and Emotional Aspects of Learning). Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E.

- SEAL themes will be introduced through whole school assemblies – these will be further explored

in class through discussion and practical activities.

- Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home. It is important that staff respond to these as appropriate, as and when things happen.

The minimum statutory requirement for SRE is that schools must deliver the **National Curriculum for Science** to all children within school:

### **Key Stage 1**

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise similarities and differences between themselves and others, and treat others with sensitivity.
- Notice that animals, including humans, have offspring which grow into adults

“Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.” National Curriculum 2014

### **Use of Language**

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

### **Answering Difficult Questions**

Teachers should endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their family, school health advisor/school nurse for an answer or seeking advice from the PSHE coordinator or a member of the senior leadership team.

### **Conclusion**

Sex & Relationship Education is lifelong learning about physical, moral and emotional development. SRE at Stubbings will be taught through a broad curriculum and will focus on promoting children's self-esteem and emotional health and well-being.

**Written/amended: October 2016**

**Next review date: October 2016**