

Hamilton Primary School



HAMILTON
PRIMARY SCHOOL

Sex and Relationship Education (SRE) Policy

Hamilton is a health promoting school and is part of the Healthy Schools initiative; we are committed to the health and safety of everyone here and we will work together with parents and the local community to enable pupils to make healthy, informed choices.

Definition

Sex and Relationship Education is an umbrella term for all the teaching and learning we offer pupils to understand their own and others' sexuality, to develop skills for relationships and informed decision making.

Aims

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

Objectives

To provide children with:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality

Moral and Values framework

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

Teaching and Learning (see appendix)

We teach SRE through different aspects of the curriculum. We carry out the main sex education teaching in our personal, social, health and economic education (PSHE) curriculum using the FPA's primary school interactive resource - Yasmine and Tom. We also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

The role of parents

The school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The role of other members of the community

We encourage other valued members of the community, in particular, the school nurse, to work with us to provide advice and support to the children with regard to health education.

Monitoring

Teachers use the FPA's re to monitor what they are covering. The PSHE subject leader will comply with the Monitoring and Evaluation Policy timetable and requirements to ensure quality training and development in SRE.

Child Protection Procedures

The Headteacher is the appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or

neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Appendix

Sequence of Learning for SRE

Year Group	Growing Up with Yasmine and Tom	Science Curriculum Links
1	<ul style="list-style-type: none"> · Setting up a working agreement · My body: External body parts · My body: Internal body parts (non-sexual) · My body: Keeping clean · Life cycles: Different ages · Life cycles: Looking after babes · Keeping safe: In the house · Keeping safe: Out and about · Keeping safe: People who can help me 	<ul style="list-style-type: none"> · Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
2	<ul style="list-style-type: none"> · Setting up a working agreement · Feelings: Different emotions · Feelings: What to do if we feel sad · Gender Stereotypes/ Celebrating difference: Toys · Relationships: Different Families · Relationship: Friends · Online technology safety: Taking care online-personal details · Online technology safety: Who can help us? 	<ul style="list-style-type: none"> · 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, air) · Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
3	<ul style="list-style-type: none"> · Setting up a working agreement · Life cycles: Me, myself and I · Feelings: Expressing our feelings · Feelings: Managing our feelings · Relationships: What makes a good friend? · Relationships: Getting on with your family · Keeping safe: Personal space · Keeping safe: Identifying risk · Keeping safe: People who can help me. 	<ul style="list-style-type: none"> · Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. · Identify that humans and some animals have skeletons and muscles for support, protection and movement.

<p>4</p>	<ul style="list-style-type: none"> · Setting up working agreement · My body: Keeping clean · Gender stereotypes/ Celebrating difference: Jobs we do · Gender stereotypes/ Celebrating difference: Mothers and fathers · Online technology safety: Photos of myself online. · Online technology safety: Taking care online: Who can help us? · Life cycles: Growing up and getting older · My body: Sexual body parts- male · My body: Sexual body parts – female. 	<ul style="list-style-type: none"> · Describe simple functions of the basic parts of the digestive system in humans · Identify the different types of teeth in humans and their simple functions · Construct and interpret a variety of food chains, identifying producers, predators and prey.
<p>5</p>	<ul style="list-style-type: none"> · Setting up a working agreement · My body: Puberty · My body: Periods · Feelings: Talking to people about how we feel · Keeping safe: Assertiveness, saying no · Keeping safe: Good and bad touch · Keeping safe: People who can help me · Online technology: Cyberbullying · Relationships: Trust · Relationships: Peer Pressure · Gender stereotypes: Discriminations and equal opportunities. 	<ul style="list-style-type: none"> · Describe the differences in the life cycles of mammal, an amphibian, an insect and a bird · Describe the life process of reproduction in some plants and animals · Describe the changes humans develop to old age- <i>researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</i>
<p>6</p>	<ul style="list-style-type: none"> · Setting up a working agreement · Life cycles: How babies are made- sexual intercourse · Life cycles: How babies are made – assisted fertility · My body: Wet dreams · Life cycles: How babies are born · Life cycles: Multiple births · Feelings: How easy is it to talk about... · Online technology safety: Social networking and sending pictures · Gender stereotypes: Sexual orientation 	<ul style="list-style-type: none"> · Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. · Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function · Describe the ways in which nutrients and water are transported within animals, including humans · Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents