



SOUTHERNWAY FEDERATION

SEX AND RELATIONSHIPS POLICY



CHANGES

Version 1

October 2015: Policy Adopted

October 2018: Policy review due



The Southernway Federation of Schools Policy Statement - Sex and Relationships Education

Introduction

The Southernway Federation considers Sex and Relationships Education (SRE) to be part of lifelong learning about physical, moral, sexual and emotional development. It is part of the personal, social and health education curriculum in our Federation. It is about the understanding of the importance of stable and loving relationships, the importance of marriage, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Rationale

Within the Southernway Federation, our approach to Sex and Relationships Education encompasses reassurance about body image, behaviour, feelings and relationships. Pupils should have the opportunity to express themselves within a trusted and safe environment. They will be given the opportunity to articulate their thoughts, doubts, and anxieties, in order to build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to our SRE policy, is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. We believe that if pupils feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships.

The main elements of SRE teaching within the Southernway Federation are:

- To nurture attitudes and values. These include: learning the values of family life, stable and loving relationships, the diversity of families, marriage, respect, care and love.
- To develop self-esteem, choice making and negotiation skills by exploring and considering moral dilemmas, individual conscience and developing critical thinking as part of decision-making.
- To develop personal and social skills (such as self-respect and empathy for others, managing emotions and conflict) in relation to friendships and relationships.
- To develop knowledge and understanding of physical human differences and development (age appropriate) and changes in behaviour. This will include understanding physical development, reproduction, puberty, emotions and relationships.

These elements are incorporated and taught within the framework of Personal, Social and Health Education, Curriculum Guidance for the Foundation Stage, Foundation Stage Profile, National Curriculum non-statutory guidelines for PSHE, KS 1 & 2 Science and the Social and Emotional Aspects of Learning themes.

Aims of SRE within the Southernway Federation:

- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others and understand the process of human reproduction.
- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment with trust.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer group pressure and remain independent decision makers.
- To inform pupils of where they can go for further information and advice.

It will allow pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Name parts of the body and describe how their bodies work.
- Protect themselves and know where to go for help and support.
- Prepare for puberty.

The teaching and learning of Sex and Relationship Education

Within the Southernway Federation, age appropriate SRE will be delivered by school staff alongside the school nurse or other agencies whose expertise will be involved in supporting, teaching and giving advice to pupils and staff.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools teach the following as part of the National Curriculum for Science, parents do not have the right to withdraw their child/children from these lessons.

National Curriculum Science, Statutory guidance 2014

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.
- 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.

National Curriculum guidance states that children 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. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2

- Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

National Curriculum guidance states pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Curriculum entitlement

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

The programme will follow the outline given below;

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth and marriage and talk about the emotions involved. They learn about how to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety and e-safety.

Key Stage 2

In science children build on their knowledge of life cycles, the life process of reproduction in some plants and animals. They also learn to recognise that living things

produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Children will be taught to realise the nature and consequences of discrimination, teasing and prejudice-based language and how to respond and ask for help. They also learn about personal safety and e-safety.

Sex and relationship education will focus on the development of skills and attitudes not just the acquisition of knowledge. This will be supported by the school nurse in year 5 and 6 when learning about puberty and reproduction. Parents will be informed prior to these sessions and do have the right to withdraw their child from this part of the curriculum.

Child Protection and confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Child Protection person in line with the Federation procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Role of Parents

Before undertaking the teaching of puberty or human sexual reproduction, all parents and carers of the pupils concerned will be informed and invited to view the teaching resources and ask questions. Information sent home will recommend that all pupils participate and are given access to Sex and Relationship Education. However, the school respects the right of any parent/carer who wishes to withdraw their child.

Policy adopted by the Federated Governing Body October 2015.

Review date October 2018