



SEX AND RELATIONSHIP POLICY

(Our Sex and Relationship Policy is to be reviewed when the new regulations and guidance has been issued by the DfE)

Sex education is not seen as standing alone as an isolated subject. It is set in the wider context of personal and social education including such considerations as personal and social health and citizenship and increasing self awareness. Provision for the development of relationship education is rooted in the whole curriculum and the organisation and ethos of the school. The moral context of traditional Christian values is regarded as central to this policy reflecting the school ethos of;

- Respect for self
- Respect for others
- Responsibility for our own actions
- Responsibility for our family, friends, school and wider community

This policy complies with the DfE 'Sex and relationship guidance July 2000
Local Authority Guidelines on Personal, Social, Health Education and Citizenship January 2001.

The policy is reviewed annually in consultation with Governors, staff and parents. Staff reviewed the policy at a whole staff meeting. The Governors Curriculum Committee were involved in the consultation process and Y5 parents met to discuss the content of the policy and schemes of work.

This policy links with the PHSE and Citizenship policy, RE policy, Teaching and Learning Policy, Emotional Literacy sessions and Collective Worship themes.

AIMS AND OBJECTIVES

- Promote the spiritual, moral, cultural, mental and physical development of Riverview pupils and of society
- Prepare each pupil for the opportunities, responsibilities and experiences of adult life

Education for personal relationships and sexual health is essential for the wellbeing of young people. It resides within our whole school provision which:

- Acknowledges the sensitivity of this area of development for all members of the school community
- Gives accurate and relevant information
- Provides preparation for their future lives as adults and parents
- Helps children to gain increasing awareness of growth, reproduction and birth
- Enables children to develop an increasing understanding of themselves and to assume responsibility as far as possible for their own health. To develop healthy habits for the achievement of physical, mental and spiritual growth



- To support children in discovering and understanding themselves, their own uniqueness and their place in society. To encourage them to know and love themselves so that they can begin to understand and love others as they mature.
- Enables pupils to explore their feelings and relationships in order to promote self-knowledge, self respect, self-esteem and respect for others
- Empowers young people to make informed choices
- Enables pupils to understand the consequences of their actions and encourages personal responsibility in relationships
- Enables pupils to develop a personal moral code and respect for others beliefs and values
- Promotes respect of differing perspectives in a culturally diverse society
- Promotes equality of opportunity, ensuring access for all groups, irrespective of gender, ethnicity, sexuality or disability
- Makes explicit the partnership with the community, and in particular, with parents
- Gives opportunities for pupils to practise and develop assertiveness skills
- Educates pupils about their legal rights and legal responsibilities

ORGANISATION

The responsibility for some of the aspects of knowledge in sex and relationship education is covered in the science statutory orders. It is also firmly embedded in the PSHE and Citizenship policy. Within the wider curriculum children will be given opportunities to:

- Develop personal and social skills
- Reflect on personal experience in relation to knowledge
- Explore moral issues
- Reflect on issues relating to the family unit
- Develop confidence in talking, listening and thinking about feelings and relationships

As part of their science and PHSE programmes of work Year 5 receives teaching about human reproduction. Videos form part of this teaching unit. The Governors' Curriculum Committee are involved in the selection of appropriate materials. Currently we use 'Living and Growing – all about us' as the resource. Ground rules are established with the class prior to this unit of work and the teachers create a safe environment in which :

- No one (teacher or pupil) will have to answer a person question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

The school nurse will be involved in the delivery of these lessons which will involve whole class, group and gender linked sessions. A question box will be available in the classroom in order that pupils who feel unable to ask questions in front of their peers are able to find out relevant information. If questions relate to areas which are not covered by the programmes of study in Key Stage 2 children will be asked to discuss the matter with their parents. Use their skill and discretion in these situations and refer to the head if they are concerned. The school believes that individual teachers must use their skill and discretion in these situations and refer to the head if they are concerned. We will work closely with parents, consulting them about the sex education programme and advising them if we feel that their child has concerns which we are



unable to deal with.

Year 5 parents will be informed prior to lessons relating to puberty and reproduction and given the chance for consultation. The range of material used will be discussed with parents at a meeting.

If any matters are raised which could indicate that a pupil is being abused or is in danger of being abused members of staff will refer the matter to the Child Protection Officer who will act in accordance with our Child Protection Policy.

CONTENT OF THE CURRICULUM

The science elements of the National Curriculum require that the following elements of Sex Education are taught:

Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans and say which part of body is associated with each sense
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and difference between themselves and other and treat others with sensitivity

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle
- Describe the changes as humans develop to old age

LEARNING OUTCOMES FOUNDATION STAGE AND KEY STAGE 1

Theme	Foundation Stage By the end of the Foundation Stage most pupils should be able to	Year 1 By the end of the year most pupils should be able to	Year 2 By the end of the year most pupils should be able to
Relationships with others	<ul style="list-style-type: none"> • Talk about what makes a family • Understand who the people are in our lives who look after us • Understand how to care for a human baby – what are its basic needs 	<ul style="list-style-type: none"> • Talk about their own families and draw their own family trees • Discuss and understand different family set ups and the extended family • Friendships between adults and peers 	<ul style="list-style-type: none"> • Understand the responsibilities of raising and caring for children • Use autobiographical material to talk about relationships



<p>Feelings and Emotions</p>	<ul style="list-style-type: none"> • Understand what constitutes appropriate and inappropriate behaviour • Demonstrate strategies for saying 'no' and how and when to respond to this • Learn how to respect others feelings 	<ul style="list-style-type: none"> • Understand what constitutes appropriate and inappropriate behaviour • Express feelings and emotions through discussions with peers and adults (circle time) • Demonstrate strategies of how to deal with jealousy and anger toward siblings • Learn how to deal with tension in relationships with friends and family members • Learn how to be safe with strangers 	<ul style="list-style-type: none"> • Express feelings and emotions through discussions with peers and adults (circle time) • Demonstrate strategies of how to deal with jealousy and anger toward siblings • Learn how to deal with tension in relationships with friends and family members • Learn how to be safe with strangers
<p>Me and My Body</p>	<ul style="list-style-type: none"> • Name the external parts of the body using the correct terminology • Understand that the body changes with growth and development • Understand that we are in charge of our own bodies and when touching is inappropriate 	<ul style="list-style-type: none"> • Demonstrate the concept of male and female • Talk about how they have developed physically and educationally since they were in Year 1 • Understand that we are in charge of our own bodies and when touching is inappropriate 	<ul style="list-style-type: none"> • Name the internal parts of the body using the correct terminology • Talk about the development of the body with age (the human life cycle) • Understand that we are in charge of our own bodies and when touching is inappropriate
<p>Lifecycle and Reproduction</p>	<ul style="list-style-type: none"> • Understand about the lifecycles of a seed, frog, butterfly • Discuss pregnancy and young infant care 	<ul style="list-style-type: none"> • Understand that living things reproduce and learn why this happens 	<ul style="list-style-type: none"> • Learn how plants, animals reproduce i.e. From seed to plant and eggs to animal • Understand that mammals give birth to live babies



LEARNING OUTCOMES KEY STAGE 2

Theme	Year 3 By the end of the year most pupils should be able to	Year 4 By the end of the year most pupils should be able to	Year 5 By the end of the year most pupils should be able to	Year 6 By the end of the year most pupils should be able to
Emotions/Feelings	<ul style="list-style-type: none"> • Celebrate the wonder of our bodies – how our bodies grow into adulthood • Empathise with the fact that people change at different times • Explore friendship – how we relate to each other 	<ul style="list-style-type: none"> • Celebrate the wonder of our bodies – how our bodies grow into adulthood • Empathise with the fact that people change at different times • Understand mood changes in adolescence – showing emotions and feelings and recognising that boys cry too and girls get angry • Discuss strategies for dealing with feelings 	<ul style="list-style-type: none"> • Celebrate the wonder of our bodies – how our bodies grow into adulthood and are prepared for reproduction • Empathise with the fact that people change at different times • Discuss pre menstrual tension • Understand that even if they are physically ready, they are not yet ready emotionally 	<ul style="list-style-type: none"> • Celebrate the wonder of our bodies – how our bodies grow into adulthood and are prepared for reproduction • Empathise with the fact that people change at different times • Explore changing relationships between boys and girls • Understand sexual feelings- something that happens in private - masturbation • Understand that even if they are physically ready, they are not yet ready emotionally
Relationships	<ul style="list-style-type: none"> • Learn how touching is a sign of affection • Discuss inappropriate touching by children and adults 	<ul style="list-style-type: none"> • Learn how touching is a sign of affection • Discuss inappropriate touching by children and adults 	<ul style="list-style-type: none"> • Learn how touching is a sign of affection • Discuss inappropriate touching by children and adults 	<ul style="list-style-type: none"> • Learn how touching is a sign of affection • Discuss inappropriate touching by children and adults



	<ul style="list-style-type: none"> • Explore friendships – how do you show someone that you’re their friend. What makes a good friend? • Discuss the characteristics of a family and understand how they can be different 	<ul style="list-style-type: none"> • Discuss the characteristics of a family and understand how they can be different 	<ul style="list-style-type: none"> • Discuss the concept of sexual attraction • Explore platonic relationships. How do we demonstrate affection? • Discuss the characteristics of a family and understand how they can be different 	<ul style="list-style-type: none"> • Learn about sexual relationships within the context of a loving relationship • Discuss the characteristics of a family and understand how they can be different
Physical Changes	<ul style="list-style-type: none"> • To learn about the life cycle of animals • Understand the human life cycle- including baby in the womb, babies needs, development childhood and growing older • Learn about physical hygiene – how to wash properly 	<ul style="list-style-type: none"> • Learn about personal hygiene including; <ul style="list-style-type: none"> a) body odour- regular changes of clothes especially underwear – using deodorants b) skincare – relationship to diet • Use the correct terminology when studying body parts in science • Discuss pregnancy – the period of gestation 	<ul style="list-style-type: none"> • Learn about the physical bodily changes of ; <ul style="list-style-type: none"> a) girls – pubic hair, breasts and hips in preparation for birth b) boys – muscles, pubic hair, penis, voice change • Name the internal sexual organs • Understand the function of the internal organs • Discuss pregnancy – the period of gestation 	<ul style="list-style-type: none"> • Name the internal organs –more detailed functions and mechanics, including intercourse • Discuss pregnancy/baby growth • Make reference to sexually transmitted infections- not touching things they find in the street
Menstruation			<ul style="list-style-type: none"> • Learn about the 	<ul style="list-style-type: none"> • Understand how to



			<p>preparation of a woman's body for birth</p> <ul style="list-style-type: none"> • Discuss sanitary protection and personal hygiene during menstruation • Understand that when periods begin pregnancy can occur 	<p>predict your period</p>
<p>Personal Rights and Responsibilities</p>	<ul style="list-style-type: none"> • Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) 	<ul style="list-style-type: none"> • Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) 	<ul style="list-style-type: none"> • Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) 	<ul style="list-style-type: none"> • Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) • Understand the legal situation: <ul style="list-style-type: none"> a) age of consent b) right to say no and the legal repercussions when this is ignored



WORKING WITH PARENTS

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of the sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see the headteacher. She will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal will have on the child. She will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Sex education materials will be available to parents who wish to deliver sex education to their children at home.

CONFIDENTIALITY

As a general rule children's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he is to talk to the Assistant Headteacher who is a child Protection Officer who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported throughout the process.

EQUAL OPPORTUNITIES

Riverview C of E Primary School is committed to working towards equality of opportunity in all aspects of school life. All resources and methods have been checked accordingly.

All staff and governors will receive a copy of this policy and copies are available on request.

PROCEDURES FOR POLICY MONITORING AND EVALUATION

The policy is reviewed annually at the governor's curriculum task group meeting.