Everybody Learns - Everybody Cares

Bede Community Primary School
Sex and Relationships Education Policy

At Bede Community Primary School, Sex and Relationships Education is an important and integral part of our Health Education.

Aims and Objectives

At Bede Community Primary School, we aim to provide School Sex and Relationships Education which:-

- enables young people to make responsible, well informed decisions about their lives
- supports young people through physical, emotional and moral development
- develops the skills and understanding needed to live confident, healthy and independent lives
- enables young people to understand difference and respect themselves and others.

At Bede Community Primary School Sex and Relationships Education takes place within the framework for PSHE and Citizenship and the National Curriculum. Staff give high priority to developing positive self-esteem and co-operative relationships. This contributes to developing skills necessary for moving from childhood, to adolescence and adulthood.

What is sex and relationship in education?

It is a lifelong learning about physical, moral and emotional development. 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.

Its three main elements are

1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making

2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- 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; and
- Learning how to recognise and avoid exploitation and abuse.

3 Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay; and the avoidance of unplanned pregnancy.

Content of Sex and Relationships Education

DFE Sex Education Guidance recommends that 'all primary schools should have a sex and relationships education programme tailored to the age and physical and emotional maturity of the children'.

The National Curriculum science orders include the following aspects of sex education.

At Key Stage 1 pupils should be taught:

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To name the main external parts of the human body.

- That humans can produce babies and these babies grow into children and then adults.
- To recognise similarities and differences between themselves and other pupils.

At Key Stage 2 pupils should be taught:

- That there are life processes, including nutrition, movement, growth, and reproduction common to animals, including humans.
- The main stages of the human lifecycle.

These areas of Sex and Relationships Education are relevant to primary schools.

<u>At Key Stage 1 pupils should:</u>

- Know that humans develop at different rates and that human babies have special needs.
- Be able to name parts of the body including the reproductive system and understand the concept of male and female.
- Know about personal safety, eg. Know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help maintain personal safety.
- Appreciate ways in which people learn to live and work together: listening, discussing and sharing.
- Understand the importance of valuing oneself and others.
- Begin to recognise the range of human emotions and how to deal with them.

<u>At Key Stage 2 pupils should:</u>

- Begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty.
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- Know that there are many different patterns of friendship: to be able to talk about friends with important adults.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.

<u>Methodology and Delivery</u>

We are strongly committed to provide equality of opportunity for all children. Bede Community Primary School Sex and Relationships Education will be

integrated into the existing framework of topics and will be taught in a way which is appropriate to the developmental stage of the children and the content to be covered. A carefully planned programme will ensure that teachers will know which aspects of the Sex Education and Relationships curriculum they will be teaching in each year group.

The Sex Education and Relationships Curriculum will be taught using both informative and investigative styles of teaching. The style of teaching will reflect the age of the children, the cognitive development of the pupils and the learning objectives for the lesson.

The grouping of the children will vary from individuals, through pairs and groups of children of various sizes to the whole class.

Planning

Staff at Bede recognise that addressing Sex and Relationships Education issues in school needs to be carried out with great sensitivity. All staff carefully consider the content of their Sex and Relationships Education lessons and consult with colleagues whenever necessary.

Parents, carers, the school nurse and other health professionals may be used to enhance the Sex and Relationships Education Curriculum within school.

At Bede, Sex and relationships Education is addressed across each phase as follows:

Early Years - Nursery and Reception

- Family members
- Who are our friends and why are they so special?
- Making and keeping promises
- Trusting people
- What do other people do that makes us happy/sad?
- Introduce parachute and co-operative games
- Introduce special person – building self -esteem
- How do we deal with conflict

Key Stage 1 - Years 1 and 2

- Ourselves – science topic. Name parts of the body
- Keeping ourselves healthy – eating habits, exercise, rest, personal hygiene
- Changes as I grow
- My feelings
- What makes other people happy/sad – developing empathy and understanding
- Keeping safe

- People who care for me
- Circle time – developing empathy and ability to care for others.
- Co-operative games – develop problem-solving and co-operative skills.

Lower Key Stage 2 – Years 3 and 4

- How to keep my body healthy
- Differences between my body and other peoples' bodies – brief introduction to body functions
- My friends – who are my friends, how we make friends and lose friends
- Keeping myself safe
- Further development of co-operative projects eg how to grow a peaceful class, how to make a co-operative classroom, how to keep a smile

Upper Key Stage 2 – Years 5 and 6

- Changes to my body and other peoples' bodies and why they are happening
- My body – things that go into my body and help and things that are harmful
- Feelings and emotions and how they change
- Differences and similarities in people
- Expressing feelings – how to do it
- Decision making – choices and risks
- Feelings about the future – changes and choices
- School nurse visit. Introduction to puberty. How the body and emotions change. How to deal with these changes.
- Residential visit to Robin Wood (Y5/6) Develops skills in problem solving, team building, inter-dependent relationships, independence – being away from home

Resources

Resource materials are allocated when funding is allocated from the Educational Equipment Budget. Priorities are established through review of the School Development Plan and resources are then purchased accordingly. The Curriculum Co-ordinator is responsible for overseeing that relevant materials are purchased when required.

Equal Opportunities and Special Educational Needs

We are committed to provide equality of opportunity in all curriculum areas regardless of a child's race, religion, social background, gender, ability or disability. It is very important that both policy and practice are culturally appropriate and inclusive of all children. The Sex and Relationships Education Curriculum will take into consideration the requirements of pupils with Special Educational Needs. All staff should know which pupils have Special Educational Needs, the nature of their needs and how best to meet their needs. Effective

monitoring and evaluation systems will ensure that Sex and Relationships Education is available to all.

Confidentiality

A child's confidentiality in discussion is maintained unless a member of staff considers the child to be at risk. In such a case teachers will explain that some issues disclosed by a child cannot be kept entirely confidential. Staff will deal with any such incidents in accordance with the Child Protection Policy (contained in the Health and Safety Policy).

Answering Difficult Questions (For further guidance refer to the Confidentiality policy)

All members of staff are committed to teaching Sex and Relationships Education. Difficult or explicit questions asked by a child should be handled as sensitively as possible by the member of staff involved. Staff should not feel that they have to answer all questions directly and should formulate strategies which will allow them to consider their answers carefully.
A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed of anxious about unintended questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group.
If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later.

Working with Parents

At Bede, we believe that parents are the key people in teaching their children about sex, relationships and growing up. We also acknowledge that many parents find it difficult to talk to their children about sex and relationships and need support in their role as sex educators. As a staff we always seek to work in partnership with parents, consulting them on aspects of the Sex and Relationship Education programmes. We also acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National curriculum. Parents are invited into school before Sex and Relationship Education is undertaken at the end of Key Stage 2, to meet with the School Nurse, who will be delivering this part of the curriculum.

Withdrawal

Parents have the right to withdraw their child from any aspect of Sex and Relationships Education, other than that part covered by National Curriculum.

Working with Visitors

Health professionals and other visitors to school will work within the guidelines of this policy and on the instructions of the Headteacher.

Staff Training

Where appropriate staff will receive in-service training.