

# Meadow Vale Primary School



*Making the difference ... together*

## **SEX and RELATIONSHIPS EDUCATION POLICY**

**Agreed 22<sup>nd</sup> October 2019**

**Review Date 22<sup>nd</sup> October 2020**

## **Sex and Relationship Education Policy (SRE)**

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being including staying safe both on and offline.

The governors of Meadow Vale Primary School have decided that Sex Education will be part of the curriculum provided at the school. This policy has been written following BFBC and DfES guidelines. We will provide for the development of knowledge, understanding and skills whilst exploring values and attitudes intrinsic to this subject.

### **Aims**

#### **We aim to:**

- Stress the value of caring relationships: friendships, family relations, showing respect and getting along together;
- Ensure opportunities for children to develop social skills and a mutual respect;
- Encourage the development of skills and attitudes which allow children to manage their relationships in a responsible, healthy and respectful manner;
- Help children to understand that positive caring respectful environments are essential for the development of a good self image;
- Help children understand that they are in charge of and responsible for their own bodies;
- Provide a basic knowledge around sexual health and human development;
- Develop an atmosphere where children can be comfortable asking questions about sexuality and reproduction and where they are answered honestly and frankly;
- Provide knowledge and understanding about processes of reproduction and give proper consideration to the exploration of values and attitudes around sexual health and development;
- Prevent sexist, sexual, homophobic and transphobic bullying, promoting positive attitudes to difference;
- Provide a variety of resources appropriate to the age and ability of the child.

## **Objectives**

Children will be given opportunities to acquire the following knowledge, skills and attitudes:

### **Key Stage 1**

- Know where babies come from;
- Know that humans develop at different rates and that human babies have special needs;
- Be able to name parts of the body and understand the concept of male and female;
- Know about personal safety e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches;
- Appreciate ways in which people learn to live and work together: listening, discussing, respecting and sharing;
- Show an interest in friends and family.

### **Key Stage 2**

- Begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty;
- Know about the basic biology of human reproduction and understand some of the skills necessary for parenting;
- Know that there are many different patterns/levels of friendship – be able to talk about friends with important adults.
- In Year 6 only – be made aware of STDs and know how to protect oneself.

## **Pupil Experiences**

We feel that it is important that sex education should be part of a spiral curriculum of personal, social, health and citizenship education. A spiral curriculum is one in which topics recur at increasing levels of conceptual complexity with increasing age and maturity.

Throughout Foundation Stage and both Key Stages, the Science and PSHCE curriculum will enable children to study the following curricular content for Sex Education. Opportunities will arise naturally in PSHCE but by studying the topics of Growing and Life Cycles, further specific opportunities to deliver sex education will arise, including the Year 6 teaching team delivering a series of sex and relationship educational sessions to Year 6 Pupils in the Summer Term.

**CURRICULUM CONTENT – Links to Project Learning & PSHCE Lessons**

<b>TOPIC</b>	<b>FOUNDATION</b>	<b>KS1</b>	<b>KS2 Y3/4</b>	<b>KS2 Y5/6</b>
<b>FAMILIES</b>	My family	Family life. Changes as we grow Growing Care of animals	Family Trees/ patterns Life Cycles including human	Families and how they behave. What members expect of each other Celebration of birth and death in different cultures
<b>BODY AWARENESS AND HYGIENE</b>	Ourselves - Similarities and differences to others Growing	Parts of the body Male /Female Caring for myself Hygiene, sleep and exercise	Functions of parts of the body Keeping healthy	Preparation for changes at puberty Things that go in to my body and help and harm. Personal hygiene. Changes in our body and in those of others
<b>HUMAN SEXUALITY</b>	Playing safely Keeping safe	Gender roles Keeping safe	Same sex relationships Keeping safe	Same sex relationships Keeping safe
<b>SOCIAL PRESSURE</b>	Sharing and caring	Toys, games TV Comics Videos	Family roles Peer group pressure Appropriate behaviour and language	Pre-pubertal pressure messages about health and sexuality from TV, Films, videos, newspapers. Decision making Risk taking
<b>PERSONAL RELATIONSHIPS</b>	Friendships Feelings	Friendships Sharing Co-operation Feelings in families What helps people to get on with one another	Making, keeping and changing moods Coping with loss and separation Coping with stress Feelings in difficult situations- teasing and bullying	Coping with changing relationships, stress Expressing feelings and how we do this Being assertive, not bullying Difference and similarities in people
<b>EDUCATION FOR PARENTHOOD</b>	Show interest in the lives of people families to them	Where do babies come from? As in the general life cycle of <u>all</u> living things	Parental care	Fetal development Re-enforcement and consideration about reproduction and contraception How do babies grow?
<b>HELPING AGENCIES</b>	Us	As nursery, Health visitors, School Health Sister Doctor	As KS1	As KS1

## **Equal Opportunities**

In support of the Equal Opportunities Policy, all Meadow Vale pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the sex education resources and teaching methods.

## **Moral and Values Framework**

The Sex Education Policy will be sensitive towards the established framework of all the major world religions and philosophies. This policy will complement the Religious Education Policy of the school. Governors and teaching staff will ensure that the teaching materials are of a very high quality and are appropriate to the needs and age of the pupils within the context of moral considerations and the value of family life.

## **Sex Education for Y6 Children**

### **Summer Term**

- The Year 6 teaching team will teach the factual content and will answer direct questions and be aware of this policy. They will use resources approved by both the school and governors.
- Answers to the children's questions will be open and factual, without bias or prejudice.
- Teachers will not enter into discussions about personal issues and lifestyles.
- Advice is/will be sought from the school nurse on any difficult issues that may arise.
- The teachers will discuss any issues that may arise in single-sex groups when/if appropriate.

## **Child Withdrawal Procedure**

Parents will be informed of their right to withdraw their child from the sex education sessions in Year 6 and invited to discuss their concerns with the Headteacher. In the event of a child being withdrawn from that lesson, the child must stay in school and will be assigned to another class until the sex education lesson is over.

**Year 6 Sex Education Timetable**

<b>Session 1</b>	What’s happening to me?	Acceptable behaviour Care of our bodies – (STDs) Respect & Responsibilities Independence Physical and emotional change Female reproductive organs Male reproductive organs
<b>Session 2</b>	How am I behaving?	Feelings and moods during puberty Relationships (including same sex) Communication with others
<b>Session 3</b>	How are other people behaving?	Looking after myself in relationships Communication with others
<b>Session 4</b>	Birth	Gender stereotypes Responsibilities of a parent In the uterus Birth of a baby