



St John's Mead School

Valuing Effort, Valuing Others, Valuing Self

Sex and Relationships Policy

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1 Rationale

The school aims to support parents in realising their responsibilities in the education of their own children in sexual matters. Our aim is to provide children with a moral framework as well as the biological facts of body change, development and reproduction. In addition children will be encouraged to be open and to be able to ask questions and make decisions.

The understanding of relationships and responsibilities, their emotional and caring aspects, are central to our aim. This would include children's self-respect and self-image and their respect of others. Our approach would be non-judgemental and non-threatening taking account of the variety of family circumstances from which our children come.

We recognise that children themselves have the right to:

- Express and share feelings, emotions, ideas and opinions
- Be assertive, make judgements and make choices
- Be shown how to respect their own bodies and ideas
- Be understood, loved and cared for
- Feel safe at home, at school and in the community
- Be encouraged

They also have a right to:

- Tolerance, to make mistakes and learn in their own way and in their own time
- Be valued and accepted
- Be respected as individuals without prejudice

It is within this context that our school policy has been developed

2 Definition

Sex and relationship education is about the understanding of the importance of 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.

3 Implementation

1. Sex and Relationships Education at St. John's Mead CE VC Primary School is part of the personal, social, health and moral education of the child.
2. It is delivered within a framework that upholds a family as the ideal, though not necessarily exclusive living unit.
3. Underpinning our aims is the belief in the preciousness of life within caring relationships.
4. The school approach to Sex and Relationships Education will support parents in this aspect of their child's development and therefore is a collaborative process.

3.1 What we will deal with:

Sex and Relationships Education will be taught using the non-statutory frameworks for Personal, Social and Health Education and Citizenship published in the Primary School Curriculum 2000 Handbook. For primary schools there are 4 strands:-

- 1) Developing confidence and responsibility and making the most of their ability.
- 2) Preparing to play an active role as citizens.
- 3) Developing a healthy, safer lifestyle.

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4) Developing good relationships and respecting the differences between people.

The key learning objectives that relate to Sex and Relationships education are found in the strand “Developing a healthy, safer lifestyle”.

3.2 Pupils will be taught:-

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • to maintain personal hygiene; • how some disease spread and can be controlled; • about the process of growing from young to old and how people’s needs change; • the names of the main parts of the body; • rules for and ways of keeping safe and about people who can help them to stay safe. 	<ul style="list-style-type: none"> • that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; • about how the body changes as they approach puberty (Y5/Y6) • friendships, sexual relationships, pregnancy and birth (Y5/Y6) • to recognise the different risks in different situations • to recognise the different risks in different situations and then decide how to behave responsibly including judging what kind of physical contact is acceptable or unacceptable; • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; • where to get help.
<p>Many of the learning objectives in the Personal, Social and Health Education and Citizenship frameworks also relate to Sex and Relationship Education. Some of these are that pupils should be taught:</p>	
<ul style="list-style-type: none"> • to share their opinions on things that matter to them and to explain their views • to recognise, name and deal with their feelings in a positive way • to recognise choices they can make, and recognise the difference between right and wrong • to realise that people and other living things have needs, and that they have responsibilities to meet them • that they belong to various groups and communities, such as family and school • how to make simple choices that improve their health and well being. • to recognise how their behaviour affects other people • to listen to other people and to play and work co-operatively • to identify and respect the differences and similarities between people • that family and friends should care for each other • that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. 	<ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views on issues that affect themselves and society • to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. • to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • to realise the consequences of antisocial and aggressive behaviours such as bullying on individuals and society • that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other • that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view • to be aware of different types of

	<p>relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <ul style="list-style-type: none"> • to realise the nature and consequences of bullying and aggressive behaviours and how to respond to them and ask for help • to recognise and challenge stereotypes • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • where individuals and families and groups can get help and support
<p>Science Curriculum statements relating to Sex and Relationships Education are found in the strand “Life Processes and Living Things”.</p>	

What we will not deal with:

- Homosexuality
- Aids
- Sexually transmitted diseases
- Abortion
- Pornography
- Personal questions

3.3 Our approach will be:

- a. Imparting knowledge and skills; promoting attitudes
- b. Dealing with issues as they arise

3.4 How and When?

- Children will be taught in class groups for the majority of lessons, however, they will be taught in year groups when appropriate
- Puberty will be taught in years 5 and 6. Parents will be informed before children are shown videos relating to puberty. The videos used will also be made available for parents to view.

3.5 The involvement of visitors:

As part of the formation and implementation of the programme, the school nurse may be asked to contribute to the content of lessons.

When working with children visitors will follow our policy for confidentiality and handling sensitive issues as drawn up by the school and follow the child protection procedures when working on the school site (see below.)

3.6 Expected responses

The expected responses from teachers, other members of staff and visitors to explicit or sensitive issues and concerns about individual pupils is as follows

All teachers, other members of staff and visitors are obliged to use ground rules. Ground rules should be laid down at the beginning of the programme and recapped on at the beginning of each session to help teachers create a safe environment in which they and the children do not feel too anxious or embarrassed.

3.6.1 Ground Rules:

- 1) No one (teacher or pupil) will have to answer a personal question
- 2) No one will be forced to take part in a discussion by contributing
- 3) Explanations will take place in a sensible and factual way
- 4) Provision for children with personal or sensitive concerns or questions can be made by use of a question box set up in class

4 Confidentiality: (See relevant policy)

5 Rights of parents

This policy will be available to all parents through the school's website. Where parents express concerns about the delivery or content of sex and relationship education, it is hoped that the Headteacher and teachers will be able to allay any expressed anxieties through being open and receptive to hearing parental views. There may still be situations where some parents wish to exert their right of withdrawal. Parents have the right to withdraw their children from all or part of the sex and relationship education provided by the school except for those parts in the National Curriculum Science Order. Parents wishing to withdraw their children should contact the Headteacher. Parents will not be required to give reasons and the request to withdraw remains effective until it is revoked by the parent.