



Stapleford Primary School (Church of England, VA)



Sex and Relationship Education Policy

Sex and Relationship education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential for this curriculum area to be effective. If our children 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. They are also less likely to be exploited by others.

We aim to create a climate that encourages pupils to express their views and feelings and to respect the views of others, with clearly established boundaries for both courtesy and confidentiality.

In consultation with the Head Teacher and staff, the Governors of Stapleford School have agreed the attached outline syllabus statement for Sex Education within the school. It is understood that the place of Sex and Relationship Education is frequently within the broad, cross curricular thematic work that is undertaken in the classrooms.

The Governors are aware that parents have the right to withdraw their children from those elements of Sex Education which are not contained in the National Curriculum.

Aims

For the children to:

- understand the facts as outlined below
- develop self-esteem
- have the opportunity to discuss and stress the importance of caring relationships between people
- understand the value of family life taken in its widest definition
- understand the need for proper care for young babies and children
- understand they have rights and should have control over who touches their bodies
- develop an understanding of personal hygiene
- accept that there are variations in growth rates and in the age when puberty starts
- be aware of potential sexism, and the value of equal opportunities for females and males and consider moral dilemmas
- have an acceptable vocabulary for all parts of the body.

It can be seen from these aims that there are three elements to this curriculum – developing attitudes and values, personal and social skills and increasing knowledge and understanding. The development of higher order thinking skills and children's understanding of choice and its consequences is as important here as other curriculum areas. We wish children to be in a position where they can make informed choices.

Context and General Guidelines

Sex education is developmental, beginning in infancy. It is about relating to other people, respecting the rights and feelings of others and about developing responsible and caring relationships. Information alone is insufficient. The children need discussion opportunities and interactive tasks to encourage learning and help develop their skills and shape their values and attitudes.

Children need the opportunity to raise questions. These are answered carefully, sensitively and honestly. The general attitude to these questions is based on a Christian framework, that sexual pleasure is a part of a loving, caring and committed relationship.

Due respect is shown to the different faiths of the children and to the fact that children come from many different home experiences. There must be no stigmatisation of children based on their home circumstances. The needs of both sexes should be met. Staff may wish to consider appropriate groupings for lessons such as single sex lessons for certain issues. The importance for SEN children to have a good understanding is fully recognised.

Curriculum for Key Stage One

The following topics are covered during the course of the infant curriculum:

- People in my life.
- Families - different types, people who care for us.
- Friendships - who are our friends?
- What we look like - differences between people.
- What we like or do not like about ourselves and other people.
- Moods - what makes us happy, sad etc.
- Keeping safe - dangers we might encounter.
- Saying no and the fact we do have choices.
- Caring for our bodies - washing, eating etc.
- Growing - people, animals, plants.
- Loss - of a person or a pet - how to cope.

Curriculum for Key Stage Two

Years Three and Four

- Things which cause happiness, sadness, embarrassment, fear etc.
- Difficult situations e.g. bullying, teasing.
- Changes in our bodies and those of others.
- Friendships - how we make or lose friends.
- Who influences what we do - making decisions.
- Keeping healthy - exercise, diet, sleep etc.
- Keeping safe.

Years Five and Six

- Changes - feeling about changing schools.
- The physical changes and wide range of time over which these occur.
- The development and function of the reproductive system of men and women
- How babies begin, are born and how they grow.
- Friendships, relationships and families.
- How to be assertive.
- Looking after our bodies - healthy eating, the appropriate use of drugs (medicines).
- Learning about the reasons for delaying sexual activity, the benefits to be gained from such delay and avoidance of unplanned pregnancy/parenthood.
- Things which may be harmful in some situations (e.g. inappropriate use of drugs, poisons, tobacco, alcohol etc.)
- Making decisions and taking risks considering our responsibility to ourselves and to society and to the understanding contributed by our religious beliefs
- The media - looking at newspapers, television, films and what messages they give about health and about sexuality.

Organisation

Sex education for the younger children, as outlined above occurs in a similar way as the rest of the school curriculum. Sex education for these children is fully integrated not isolated or over-emphasised.

For Years Five and Six teaching staff are organised so that they can be taught separately i.e. not with the rest of their class. The classteacher considers the relationships between the children involved and the plan of individual lessons. As a result of that she opts to teach the children either as one group or to split the children into groups according to either sex or maturity or both. The teacher also considers teaching on a one-to-one basis when a particularly explicit issue is raised by a child.

Video material, discussion groups, games and worksheets can be used. Materials of high quality are selected, which are appropriate to the needs and ages of the children.

It is recognised that the best people to undertake the task of answering questions are parents and therefore parents' involvement in this area of the curriculum is particularly high. Parents are notified by letter when sex education is to be a part of a term's curriculum and of their right to withdraw their child. The letter outlines the format of the course and includes an invitation to meet with the classteacher to discuss the content further. Parents are also involved on an informal basis before and during the course.

Confidentiality

Pupils should be reassured that their best interests will be maintained. Pupils should also be encouraged to talk to their parents about the issues raised in lessons and also be aware that there are other professional sources of confidential help, for example the school nurse, GP etc. Teachers can maintain confidentiality if it is in the best interests of the child.

From the Child Protection policy staff will be aware that they cannot offer children an absolute guarantee of confidentiality. If there is any possibility of abuse, the child protection procedures will be followed. If confidentiality is broken, children should know that they will be informed first and that they will be supported as appropriate.

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