



Huyton with Roby CE Primary School

Policy for Sex and Relationships Education

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Signed.....Chair of Governors

Date of Signature.....

Sex and Relationships Education Policy

What is Sex and Relationships Education?

Sex and Relationship Education is seen as a major component of the School's programme of Personal, Social, Health and Citizenship Education.

'It is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.' (DfEE Sex and Relationships Education Guidance' 2000)

'It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.' (The National Society)

How the policy was developed

The policy is based on the Sex and Relationships Guidance Document (ref DfEE 0116/2000). It was developed using the guidelines from 'Knowsley LA Guidance for the delivery of PSHE/Citizenship in Knowsley Primary Schools'.

In drawing up this policy due regard was given to:

- consultation with teaching and non-teaching staff, parents, governors and others in the school community
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material
- encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

Copies of this policy will be made available to all concerned parties including the LA, teachers and parents after it has been re-drafted and presented to the governors.

Aims of the Policy

The aim of this policy is to provide a source of reference for all stakeholders and to provide clarity concerning the content and manner which Sex and Relationship Education is taught at Huyton with Roby C.E. (Aided) school.

The aim of this policy is also to ensure that through the Sex and Relationship Education programme pupils are able to develop knowledge and understanding, personal and social skills, attitudes and values that are appropriate to their age, ability and maturity. This is essential if pupils are to be equipped to make decisions about their own sexual health and if they are to be sensitive and tolerant to the choices and decisions that other people make.

Specific Aims

The teaching of Sex and Relationships recognises that there are a range of values and morals held within the school community. The aim of Sex and Relationship Education in Huyton with Roby C.E. (Aided) school is to promote the ability of pupils to make informed decisions and to enable them to determine their own values within a moral framework.

Therefore the aims of the programme will reflect the school ethos and will be delivered within the context of a moral framework.

The aims are;

1. To provide a broad and balanced Sex Education Programme which:
 - offers full entitlement and access for all including pupils with Special Needs;
 - operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.

2. By exploring moral and sexual issues and values to:
 - a) provide the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, e.g.
 - an understanding that both sexes have responsibilities in sexual matters; the skills to identify, resist and report any unwanted sexual experience.

 - b) to foster self-esteem, self-awareness and a sense of moral responsibility.

3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.

4. To give pupils an elementary understanding of human reproduction.

5. To approach Sex and Relationships Education by an active/creative process of enquiry and investigation through projects, discussions, role-play, etc. Observation and analysis are central to this process.

Equal Opportunities

The Sex and Relationships programme is an entitlement of all pupils regardless of race, religion or gender and the nature of the work undertaken will be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Sex and Relationships programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Differentiation for children with Special needs will be implemented through provision, delivery, task and outcome.

Organisation of the Sex and Relationships Programme

The Sex and Relationships Programme will be mostly taught as part of the PSHE curriculum by the class teacher. However some elements may be included in other Subjects, for example, some of the Sex and Relationship programme form part of the National Curriculum for Science. (see schemes of work for details of content)

Sex and Relationships Education is covered in PSHCE and SEAL through the following topics throughout the year.

Foundation stage:

- Myself (feelings and emotions, attitudes and behaviour)
- My Special People (family structures, respecting differences, caring for each other)
- My Body (naming body parts, personal hygiene)

Key Stage one:

- Myself (feelings and emotions, attitudes and behaviour)
- My Body (naming body parts, personal hygiene, child growth and development)
- Keeping Safe (safety in the home, personal safety, safe play)
- Families (family structures, respecting differences, caring for each other)

Key Stage Two:

- Looking After Myself (looking after our bodies, hygiene and cleanliness)
- Living together (social and moral dilemmas)
- Rights and Responsibilities (resolving difficulties, responsibility, making decisions)
- Personal Safety (risky behaviour, resisting pressure)
- Family Life (caring relationships, respecting others)
- Growing up (emotional changes, personal responsibilities)

SEAL THEMES:

- New Beginnings (See ourselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Children will put into practice shared models for 'calming down' and 'problem solving'.)
- Getting on and falling out (Developing the social skills of friendship, working well together in a group, managing anger and resolving conflict)
- Say no to bullying (How children can use their social, emotional and behavioural skills to tackle the crucial problem of bullying)
- Going for goals (Making wise and balanced choices, practise problem-solving techniques.)
- Good to be me (Self-awareness, understanding and managing our feelings and empathy)
- Relationships (Exploring feelings within the context of our important relationships including family and friends. Coping with a loss)
- Changes (To equip children with an understanding of different types of change, positive and negative, and common human responses to it)

Teaching methods should ensure sensitive participation which will support the self-esteem of pupils. The work on relationships will start with the pupils understanding of what constitutes a family rather than assuming a stereotypical family.

A diverse range of teaching methods is to be encouraged including circle

time, art, role play and video.

Children's questions will be answered as in every lesson, in an honest and sensitive manner appropriate to the age and maturity of the child and in keeping with religious and cultural background. Question boxes may be used in lessons to give children the opportunity to ask embarrassing questions and also to enable teachers to answer children's questions appropriately. Teachers will respond to any questions during whole class sessions or group work.

The Role of the Co-ordinator:

- to develop a whole school Sex and Relationships Policy and scheme of work in consultation with the staff and the headteacher
- to ensure central resources are available and organised
- to order and replace faulty or out of date resources
- to keep an up to date inventory of resources
- to inform colleagues of new publications, developments and ideas
- to attend PSHE Co-ordinators meetings at neighbouring schools and twilight meetings with Healthy Schools Team