

**Sex and Relationship Education Policy**

**Core Values**

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| Readiness | Resilience | Respect |

**School Values**

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| IndependenceCo-operationResponsibilityKindness | AmbitionInitiativeConfidenceHonesty | CompassionEnjoymentCelebrationIndividuality |

**Reviewed: Summer 2018**

**Introduction**

At Kender Primary School we believe that Sex and Relationship Education (SRE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitude about sex, sexuality, relationships and feelings.

Effective SRE teaches children the skills needed to develop healthy relationships and it supports their moral development, helping them to understand themselves and to respect and care for others. 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.

**Rationale or statutory requirements**

This policy was written in accordance with:

* Sex and Relationship Education Guidance (ref DfE 0116/2000) - DfE guidance
* Sex and Relationships Education (SRE) for the 21st Century – Supplementary advice provided by PSHE Association

**Our strategic aims and objectives**

SRE in our school aims enable pupils to:

* Develop confidence in talking, listening and thinking about feelings and relationships;
* Identify and name the parts of the body and describe how their bodies work;
* Protect themselves and know when and who to ask for help and support;
* Be prepared for puberty.

**Our practice**

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

A planned, progressive programme of SRE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, SRE at Kender will be delivered through the PSHE (Personal, Social and Health Education), Science, SEAL (Social and Emotional Aspects of Learning) and Citizenship frameworks. Kender follows The Christopher Winter Project Scheme of Work for SRE, which is led by the class teachers through discussions.

SRE is taught to each year group, starting in Reception.

SRE at Kender covers the following areas:

*Attitudes and Values*

•  Learning about the values of family life and stable relationships.

•  Learning the value of respect, love and care.

•  Exploring, considering and understanding moral dilemmas.

•  Developing critical thinking as part of decision making.

*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 understanding of differences and with the absence of prejudice
* Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions
* To manage conflict.

*Knowledge and Understanding*

•  Information about healthier, safer lifestyles

•  Physical development

•  Emotions, relationships and reproduction.

*Pupils at Kender will also develop their sensitivity and tolerance towards others through:*

* RE and collective worship
* Circle Time
* SEAL (Social and Emotional Aspects of Learning)

Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

**SRE and Science Curriculum**

SRE will be taught along the current Science curriculum. Parents do not have the right to withdraw their child/children from these lessons.

National Curriculum Science Programme of Study

*Key Stage 1*

* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
* Notice that animals, including humans, have offspring which grow into adults
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

*Key Stage 2*

* Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
* Identify that humans and some other animals have skeletons and muscles for support, protection and movement
* Describe the changes as humans develop to old age
* Describe the life process for reproduction in some plants and animals
* Identify and name the main parts of the
* Recognise that living things produce offspring of some kind, but normally offspring vary and are not identical to their parents

**Specific SRE Objectives**

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| **Year** | **Topic/Lesson** | **Learning Intentions** | **Learning Outcomes** |
| Reception | Our Day | To consider the routines and patterns of a typical day | Understand some areas in which the children can look after themselves eg dressing and undressing |
| Keeping ourselves clean | To understand why hygiene is important | Explain why it is important to keep cleanUnderstand some basic hygiene routines |
| Families | To recognise that all families are different | Identify different members of the family.Understand how members of a family can help each other |

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| **Year** | **Topic/Lesson** | **Learning Intentions** | **Learning Outcomes** |
| Year 1 | Keeping clean | To understand some basic hygiene principles | Know how to keep clean and look after oneself |
| Growing and Changing | To introduce the concept of growing and changing  | Understand that babies become children and then adultsKnow the differences between boy and girl babies |
| Families and Care | To explore different types of families and who to ask for help  | Know there are different types of familiesKnow which people we can ask for help |

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| **Year** | **Topic/Lesson** | **Learning Intentions** | **Learning Outcomes** |
| Year 2 | Differences: Boys and Girls | To introduce the concept of male and female and gender stereotypesTo identify differences between males and females | Understand that some people have fixed ideas about what boys and girls can doDescribe the difference between male and female babies |
| Differences: Make and Female | To explore some of the differences between males and females and to understand how this is part of the lifecycle | Describe some differences between male and female animalsUnderstand that making a new life needs a male and a female |
| Naming the Body parts | To focus on sexual difference and name body parts  | Describe the physical differences between males and femalesName the male and female body parts |

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| **Year** | **Topic/Lesson** | **Learning Intentions** | **Learning Outcomes** |
| Year 3 | Differences: Male and Female | To explore the differences between males and females and to name the body parts | Know some differences and similarities between males and femalesName male and female body parts using agreed words |
| Personal Space | To consider touch and to know that a person has the right to say what they like and dislike | Identify different types of touch that people like and do not like. Understand personal spaceTalk about ways of dealing with unwanted touch |
| Family Differences | To explore different types of families and who to go to for help and support | Understand that all families are different and have different family membersIdentify who to go to for help and support |

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| **Year** | **Topic/ Lesson** | **Learning Intentions** | **Learning Outcomes** |
| Year 4 | Growing and Changing | To explore the human lifecycle  | Describe the main stages of the human lifecycleDescribe the body changes that happen when a child grows up |
| What is Puberty? | To identify some basic facts about puberty  | Discuss male and female body parts using agreed wordsKnow some of the changes, which happen to the body during puberty |
| Puberty changes and reproduction | To explore how puberty is linked to reproduction | Know about the physical and emotional changes that happen in pubertyUnderstand that children change into adults so that they are able to reproduce |

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| **Year** | **Topic/ Lesson** | **Learning Intentions** | **Learning Outcomes** |
| **Year 5** | Talking about Puberty | To explore the emotional and physical changes occurring in puberty  | Explain the main physical and emotional changes that happen during pubertyAsk questions about puberty with confidence |
| Male and Female changes | To understand male and female puberty changes in more detail  | Understand how puberty affects the reproductive organsDescribe how to manage physical and emotional changes |
| Puberty and Hygiene | To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty | Explain how to stay clean during pubertyDescribe how emotions change during puberty Know how to get help and support during puberty |

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| **Year** | **Topic/ Lesson** | **Learning Intentions** | **Learning Outcomes** |
| **Year 6** | Puberty and reproduction | To consider puberty and reproduction  | Describe how and why the body changes during puberty in preparation for reproductionTalk about puberty and reproduction with confidence |
| Understanding relationships | Consider physical & emotional behaviour in relationships  | Discuss different types of adult relationships with confidenceKnow what form of touching is appropriate |
| Conception and Pregnancy | To explore the process of conception and pregnancy  | Describe the decisions that have to be made before having a babyKnow some basic facts about pregnancy and conception |
| Communicating in Relationships | To explore positive and negative ways of communicating in a relationship | To have considered when it is appropriate to share personal/ private information in a relationshipTo know how and where to get support if an online relationship goes wrong |

**Working in Partnership with Parents**

Parents are the key people in:

•  Teaching their children about sex and relationships

•  Maintaining the culture and ethos of the family

•  Helping their children cope with the emotional and physical aspects of growing up

•  Preparing them for the challenges and responsibilities that sexual maturity brings.

The school is committed to working with parent and carers and informs parents by letter when pupils will be studying SRE.

**Parents’ Right to Withdrawal**

Parents have the right to withdraw their children from all or part of the SRE provided except for those parts included in the statutory National Curriculum. Parents are asked to contact the Headteacher who will be available to discuss any concerns.

**Working with the Wider Community**

A range of people in the wider community including health professionals, social workers, youth workers and visitors also provide elements of sex and relationship education. If people other than school staff support SRE provision, they will be made aware of and agree to abide to our SRE policy before any support is given.

**Confidentiality and Child Protection**

SRE will take place in a secure and supportive environment however the children will be made aware that teachers **cannot** offer unconditional confidentiality. All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

**Links with other policies**

This policy links particularly to the following policies: Confidentiality, PHSCE, Healthy and Safety, Drugs and Alcohol Education, Safeguarding and Child Protection, Behaviour and Anti-bullying.

**Review and Monitoring**

Governors review the Sex and Relationships Education Policy every two years. The PSHE Co-ordinator monitors the SRE programme.

**Equal Opportunities**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.