



Date of Review	20 th October 2015
Next Review Due	October 2016
Staff Responsibility	SMSC Lead/ Family Liaison Officer
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

Sex and Relationships Education Policy

Rationale

At Hunnyhill Primary School we believe that everyone's physical, moral, cultural, spiritual and intellectual developments are all influenced by the individual's own feelings towards themselves and their relationships with others. Sexuality is an integral part of everyone's personality of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations. Our Sex and Relationships Education programme is planned to provide opportunities for the children to develop an understanding of their own and others sexuality and to develop skills that promote and maintain positive relationships.

Aims

We aim to offer a programme which recognises that the foundation of Sex and Relationships Education is the development of self-esteem and positive relationships with others and one that meets the Health and Safety standard of the school.

We aim to promote the spiritual, moral, cultural, mental and physical development of our pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

Objectives

- To know that human beings develop at different rates
- To know that we are all different and of equal value for which we must learn to take responsibility
- To know that we have feelings which affect others
- To know that babies have specific needs
- To be able to name all of the parts of the human body
- To learn how to keep ourselves safe
- To appreciate the ways in which people learn to live and work together
- To know about the human life cycle with particular regard to puberty
- To develop an awareness of different types of relationships; marriage, caring 'family' relationships, friendship.
- To develop skills to be effective in relationships

Content of the Sex and Relationship Curriculum

The Sex and Relationships Education curriculum will provide information which is easy to understand and is relevant and appropriate to the age and maturity of the pupils. The curriculum will promote the exploration and clarification of values and attitudes. Sex and Relationships Education will be taught within topics, which will be developed and up-dated appropriately from year to year, to ensure pupils gain more knowledge and skills.

Guidelines for design of the Curriculum

Sex Relationships Education is part of a whole-school approach, which will be planned and progressive within the health education of each child throughout their primary years.

This school has joined an Island-wide project using the Christopher Winter Project resources. This aims to standardise teaching of SRE across the Island so pupils moving school within the Island do not miss sections of SRE.

Acknowledgement will be made of the pupil's different starting points

The work will be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies such as the School Nurse.

The views of the Parents, Governors and other Stakeholders will always be taken into consideration

Organisation

YEAR 1: Core lessons: Growing and Caring for Ourselves

Lesson One: Keeping clean

Lesson Two: Growing and changing

Lesson Three: Families and care

YEAR 2: Core lessons: Differences

Lesson One: Differences: Boys and Girls

Lesson Two: Differences: Males and Females

Lesson Three: Naming the Body Parts

YEAR 3: Core lessons: Differences and Stereotypes

Lesson One: Differences: Males & Females

Lesson Two: Family differences

Lesson Three: Understanding acceptable touch

YEAR 4: Core lessons: Growing Up

Lesson One: Growing and Changing

Lesson Two: Body Changes and Reproduction

Lesson Three: What is Puberty?

YEAR 5: Core lessons: Puberty

Lesson One: Talking About Puberty

Lesson Two: Puberty and Hygiene

Lesson Three: Physical changes during puberty

YEAR 6: Core lessons: Puberty and Reproduction

Lesson One: Puberty and Reproduction

Lesson Two: Relationships and Reproduction

Lesson Three: Conception and Pregnancy

Monitoring

Evaluation of children's work, comments, questioning and understanding should be used to inform future planning.

Role of the SMSC co-ordinator/School Nurse

To promote the teaching of SRE throughout the school by:

- Supporting staff with planning and teaching
- Ensuring topics are adequately resourced
- Keeping staff up to date with changes in Sex and Relationship Education
- Providing and arranging training or workshops for staff, parents and governors.
- To liaise with the named school nurse each term

Working with Parents

Under the Education Act 1993, children may be withdrawn by their parents from parts of the Relationships and Sex Education programme that are outside compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. The school will include information on sex and relationship education in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the sex and relationship education programme are taught and will provide opportunities for parents/carers to view the videos and resources being used.

Specific Issues

Planned Links with the wider community

There are a range of people in the community who may be able to support SRE e.g. school nurses, health visitors, nurses, doctors, health related organisations, LA staff and youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the SMSC subject leader.

Visitors should be aware of the School's policy on visitors coming into school. The school will ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of the statutory requirements and the School policy on sex education.

Child Protection/Safeguarding/E-safety

Teachers/external agencies will refer to the school Safeguarding Policy, e-safety policy and the council's child protection procedures and guidelines.

Confidentiality

The limitations on confidentiality need to be made clear by teachers and external agencies before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission.

Lesbian and Gay issues

Individual questions from the children will be answered as thought appropriate to the age of that child. Teachers have a responsibility to educate all pupils about the diversity within society and should not promote one lifestyle above another.

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the

external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the SMSC coordinator or senior pastoral lead.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Morals and Values

Our school believes that SRE encourages the following values:

- Respect for self and others
- Tolerance towards others who may have different backgrounds, culture or views
- The importance of stable loving relationships, family life, and marriage
- The importance of honesty, care and love in relationships

Appendix

Links with other policies

- Single Equalities
- Child Protection & Safeguarding
- E-safety
- Positive Behaviour
- Anti-Bullying
- Volunteers and Visitors in School

Useful Documents

Current Status of Sex and Relationships Education – www.sexeducationforum.org.uk
http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/personal_social_and_health_education/keystage1/index.aspx