

Relationship and Sex Education Policy

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**Values Statement**

At Longney CE Primary School the curriculum is firmly rooted in its Christian foundation, enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ and based on our core values: respect, courage, friendship and perseverance.

This policy covers our school's approach to Sex and Relationship Education at Longney CE Primary Academy. This policy should be read in conjunction with the Safeguarding Policy, Any-bullying, Medical Conditions and First Aid and Behaviour policies.

Aims and Objectives

The purpose of Relationships and Sex Education (RSE) is to assist young people to prepare for adult life by supporting them with their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Moral Values and Framework

The school's provision is framed within the requirements of Section 46 of the Education (No 2) Act 1986 i.e. "to encourage pupils to have due regard to moral consideration and the value of family life". We link this with our school's core values.

All health education issues are dealt with within the context of a family unit, referring to the stable loving relationship of adults with children.

Equal Opportunities

All pupils are entitled to receive sex education regardless of ability, gender, race, religious belief or grouping. Through sex education, we seek to develop a positive view of female and male sexuality.

Sex and Relationships: OfSTED Guidance

Schools should set out clearly what it is proposed pupils should have learned by the end of each key stage.

Schools should make sure that values relevant to education about sex and relationships are consistently adhered to within the school so that, for example, homophobic attitudes do not go unchallenged.

School programmes of RSE should take into account the information that young people receive from a variety of sources including the media and help them to treat it critically.

Primary schools should ensure that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

Learning Outcomes

The following statements are offered as illustration of learning outcomes for RSE for each key stage. They draw on DfE and other guidance on SRE (OfSTED) and they reflect elements of the non-statutory

framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 1

Pupils will be able to:

- 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
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

By the end of Key Stage 2:

Pupils will be able to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- describe the changes experienced in puberty
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- express opinions, for example, about relationships and bullying
- listen to and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- be self-confident in a wide-range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- about sexual reproduction in animals
- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping ourselves safe when involved in risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- the points of view of others, including their parents or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

Organisation of Sex and Relationships Education

By the end of KS 1 pupils will learn that animals, including humans, grow and reproduce and that humans and animals can produce offspring and these grow into adults. Any questions will be answered sensitively, using appropriate language, with due regard to the child's age. Relationships education is prevalent throughout the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) PSHE Scheme of Work.

The classroom climate can help discussion of sexual matters. Philosophy 4 Children or circle time activities, drama work, discussions and the way teachers respond to children will all play their part in creating a safe, secure environment for open discussion. Throughout KS2, discussion is the major vehicle for teaching about sexual matters. Children's questions about human reproduction and physical differences will be dealt with factually, honestly but tactfully. Part of this may be answering the specific question but referring the child back to the parents for a more specific answer.

The following sessions take place with the children's class teachers.

Year 4: Personal Hygiene

Year 5: Changes

Year 6: How babies are made; how babies are born

In the case of Y5 and Y6 children, parents are informed in advance of these sessions by letter and are invited to discuss any concerns with the class teacher. Parents are also given the opportunity to view the videos that will be shown to the children. Our class teachers lead the sessions. Parents may wish to borrow the videos to view in their entirety. Please see the PSHE Scheme of Work for lesson details. Discussion with the class teacher always follows these programmes. At all times, both boys and girls are involved, although the opportunity to ask questions in same sex groups may be provided, if appropriate.

Sensitive Issues

Any questions will be answered sensitively, using appropriate language, with due regard to the child's age.

Terminology

It is recommended in OfSTED guidance, that it is important for children to learn the language associated with body parts so that children are able to talk to doctors. Teachers will use the anatomically correct language for body parts.

Specific Issues

Parents wishing to discuss any issue relating to sex education should consult the Head Teacher at any time. The 'mechanics of reproduction' is taught as part of the National Curriculum and is therefore compulsory. Where parents wish to withdraw a child from specific sex education they should contact the Head Teacher and confirm it in writing.

The school follows the County Council's guidelines related to suspected child abuse.

Incidents of sexual harassment will be taken seriously and fully investigated.

A copy of the school's Behaviour Policy can be obtained from the School Office.

During sex education lessons children receive information about personal hygiene; this will include references to issues concerning human sexuality if and when it arises.

There is no legal requirement for any pupil to disclose whether he or she is infected or affected by HIV/AIDS. There are set procedures for dealing with injuries, which would prevent transmission of such diseases so that discrimination does not occur

Monitoring and Evaluation

Staff and pupils are involved in evaluating work.

The Relationships and Sex Education Policy is regularly reviewed through the School Improvement planning procedures. The effectiveness of the policy is monitored by the PSHE Subject Leader in liaison with the class teachers and reported to the Governors. Any proposed amendments to this current policy will be presented to parents at a special meeting.

Postscript

The Governing Body has full confidence in the staff of the school and believes that the best interests of the pupils and their parents will be served by the sensitive consideration of all matters relating to health and human sexuality. Parents should feel free to make contact with school on any issue of concern to them or their child.

This policy can be viewed on the school's website.

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