



REDLAND SCHOOL SEX AND RELATIONSHIPS
EDUCATION POLICY

Reviewed by	Veronika Joy – December 2017
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Rationale

The aim of this policy is to ensure that the children of Redland Primary School grow up being able to understand themselves, and the stages of development, so that they can develop happy, stable and caring relationships.

The children should be able to:-

- Combat ignorance and increase understanding
- Reduce guilt and anxiety
- Promote responsible behaviour
- Combat exploitation
- Promote the ability to make informed decisions
- Facilitate communication on sexual matters
- Develop education skills for future parents

Although a separate policy, this forms part of the PSHE and Citizenship Policy

What is sex and relationship education?

The Department for Education and Employment recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the national science curriculum.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. It is essential if young people are to make responsible and well informed decisions about their lives. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

The following areas will be covered by each year group:

Foundation Stage 2 to Year 4

No specific teaching on the process of reproduction will begin, but through PSHE, and topic work, the children will encounter aspects of how they grow up and things that they need to make them happy and well.

Yr. 5 and Yr. 6

Children in Year 5 and Year 6 will learn about the changes in their bodies around the time of puberty, and the need for healthy eating, exercise and being clean. They will also discuss the biological make up of males and females, and conception.

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In each session the children have work sheets and a variety of follow up activities. Year 5/6 teachers answer questions in an anonymous question box but use their discretion on which questions are answered. The importance of family life is stressed, but sensitivity is exercised in that there are a growing proportion of children that are living in single parent homes. There are also opportunities for discussions about sexuality.

Schemes of Work for Sex Education

Outlined below are the content areas that will be covered.

We currently use the Wiltshire scheme, 'Learn 4 Life,' for our PSHE curriculum.

Foundation Stage 2 and Yr.1

- Growing up, me, animals, plants and caring for young
- How my body works
- Families
- Healthy eating
- Making friends
- Keeping safe, saying no to strangers
- My moods, happy, sad
- Beginning life, me, animals
- Loss and mourning, person, animal

Year 2

- Different types of families
- Feelings, love, jealousy
- What makes me happy
- What I like and don't like
- Keeping safe
- Caring, hygiene, sleep, exercise
- Inside my body

Years 3 & 4

- Feelings, happy, sad, embarrassed, scared
- Difficult situations, teasing, bullying
- Changes in my body
- Family trees
- Keeping healthy
- Friendship
- Making decisions
- Keeping safe, e.g. say no to strangers
- Varied lifestyles

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Years 5 & 6

- Decision making
- Risk taking
- Feelings, future, changing schools
- Families, how they behave
- Celebrations, birth, christening, puberty, marriage, death, divorce
- Differences between people
- Friendships and relationships
- Sexuality
- Body changes
- Things that help our bodies, e.g. food, some drugs
- Things that harm our bodies, e.g. drugs, cigarettes, poisons

Partnership with parents

The school recognises the important role parents play in this and aim to work with parents to achieve this. The school welcomes parents' questions on how sex education is delivered and recognises the right that parents can withdraw their children from all, or part, of the sex and relationship education provided at school, except those parts included in the statutory national curriculum.

Information will be given to parents within newsletters and specific class letters when formal sex education will be taking place for Yr.5 and Yr.6.

Role of the teacher in the programme

Teachers and all those contributing to sex and relationship education are expected to work within the guidelines of the policy. The personal beliefs and attitudes of the teacher will not influence the teaching of sex and relationship education within the PSHE policy.

Teachers will be expected to answer questions honestly and recognise the appropriateness of the question in regard to the age of the child and; may decide not to answer the question.

Role of outside agencies

Health professionals (for example, the school nurse) who are involved in delivering programmes are expected to work within the school's sex and relationship education policy and on the instructions of the Headteacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct.

Inappropriate behaviour or language

If the class teacher becomes aware of this, he/she will deal with it on an individual basis, discussing the situation with parents and the Headteacher, if it is appropriate.

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Roles and responsibilities

This policy has been developed through consultation between staff and between the PSHE subject leader, Headteacher, governing body and parents. The Headteacher and subject leader monitor and evaluate the work achieved by the children in this area. The subject leader identifies areas for development, resource needs and helps in the moderation of standards across the school. The subject leader works with the link governor so that they are aware of such issues. The subject leader also liaises with the link governor about their visits to school. The link governor will also keep the governing body informed about developments in this area.

Monitoring and evaluation

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out through the guidelines on monitoring and evaluation. These set out how the Headteacher and subject leader use a range of strategies to assess the quality of achievements. The class teachers, however, have a key role in monitoring and evaluation of their work and that of the children in their class. The Headteacher works with the governing body to inform them about the work carried out within the school.

Equal Opportunities

All children, regardless of gender, racial group and ability, will have equal access to the Sex and Relationships curriculum.