



Sex and Relationships Policy (part of the PHSCE policy)

Rationale

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PHSCE and the National Curriculum launched in September 1999, which lies at the heart of our policy to raise standards and expectations for all pupils.' (DFEE 2000)

Introduction

This policy has been formulated by the school using guidance from the LA and forms part of the PHSCE policy.

Aims

- To see that Sex and Relationship Education is provided as an integrated part of the curriculum, ongoing from when the children start school, building and increasing knowledge with each passing year.
- To provide information. To dispel myths and reduce ignorance. To educate young people to examine their own and other people's attitudes and values and make informed decisions.
- To ensure that all sensitive areas are dealt with in single sex groups and by confident, well informed and sympathetic adults.
- To encourage parental involvement in all aspects of our sex and relationship programme.
- To be aware of the responsibilities of the governing body, keep them informed and seek their approval.

Objectives.

The present requirements for Sex and Relationships education set within the National Curriculum for Science should be delivered through these four broad themes and within the Healthy School Standard to ensure effective provision.

Broad outline of programme

The Spiral Curriculum will be used as the long term planning for all Relationship and Sex education from Reception through to Year 6.

The main outline for this aspect of the PHSCE curriculum is taken from the " Framework for personal, social and health education and citizenship at key stage 1 and 2" It is linked to two of the four themes as follows:

- developing confidence and responsibility and making the most of pupils' abilities;

"Pupils should be taught: to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and friends in a positive way".

- preparing to play an active role as citizens;

"Pupils should be taught: to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism on individuals and communities."

"Pupils should be taught that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other."

“Pupils should be taught to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.”

The link units of work from the National Curriculum for Science are:

Key Stage 1

- Life processes: *“pupils should be taught : that animals, including humans, move, feed, grow, use their senses and reproduce”.*
- Humans and other animals: *“pupils should be taught: to recognise and compare the main external parts of the bodies of humans and other animals”.*
- *“pupils should be taught: that humans and other animals can produce offspring and that these offspring grow into adults”.*
- Green Plants: *“pupils should be taught: that seeds grow into flowering plants”.*
- Variation and classification: *“pupils should be taught to: recognise similarities and differences between themselves and others and to treat others with sensitivity”.*

Key Stage 2

- Life processes and living things
“pupils should be taught: that the life processes common to humans and other animals include nutrition, growth and reproduction.”.
“pupils should be taught: that the life processes common to plants include growth, nutrition and reproduction”.
- Humans and other animals:
“pupils should be taught: about the main stages of the human life cycle”.

Further information can be found in the PHSCE Subject Leader’s file.

Handling Sensitive Information.

- Sex and relationships education will be covered through PHSCE and science.
- Ground Rules will always be set between staff and pupils before delivery of puberty information. As part of these ground rules it will be made clear to children that:
 - any disclosure deemed by staff to put the child in danger cannot remain confidential and therefore will be passed to the Named Person within the Child Protection (Safeguarding Children) Policy.
 - any other information disclosed by a child will be treated in confidence as agreed in the ground rules set initially between staff and children.
 - individual/personal questions will be dealt with according to the judgement of the member of staff concerned. In addition, pupils will always be advised to talk to their families.
- Parents will be informed by letter, before the course in Year 5 and 6 take place. They will be invited into school to meet staff of the same sex, view materials to be used and talk over any concerns they might have. Interpreters will be available.

- Some work will be done with:
Year 5 girls and boys about menstruation.
Year 6 girls and boys about moods, emotions and changes around puberty.
- Parents are always welcome to come into school to read and discuss the school's Sex and Relationship Policy.