

# Freeland CE Primary School

**We aspire to be a happy community in which we flourish spiritually, socially and academically**

Date policy approved and adopted: .....

Signed on behalf of the Governors: .....

Signed by Headteacher: .....

Date for review: .....

## **Sex and Relationships Education Policy**

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

### **Values Statement**

At Freeland 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 based on our core values: love, compassion, forgiveness and honesty.

### **Rationale**

At Freeland CE Primary School, we consider that Sex and relationships education includes learning about sex, sexuality, emotions, relationships, sexual health and ourselves. We believe it is important to address this area of the curriculum to ensure children have all the information and advice they need to develop to live safe, healthy and fulfilled lives.

### **Aims and Objectives**

At Freeland CE Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

The objectives of Sex and Relationship Education at Freeland CE Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

### **Sex and Relationships Education in the context of the National Curriculum:**

## **Legal requirements**

Freeland CE Primary School has a statutory duty to teach the following as part of the National Curriculum

Science Orders

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- 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.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

## **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, PSHE, and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, PSHE and Citizenship, they continue to develop an understanding of relationships within a family, between friends, and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Specific SRE lessons are delivered in Years 5 and 6 and cover the following themes.

### **Year 5**

'Changes'

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

### **Year 6**

'How Babies are Made'

'How Babies are Born'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

## **'Girl Talk'**

## **'Boy Talk'**

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

SRE is taught by the class teacher. A range of teaching methods are identified which include use of video, visits from the school nurse, and looking at case studies. We emphasise the importance of discussion and questioning within the safe, secure and non-judgmental atmosphere of the class with its teacher. The atmosphere of trust, mutual acceptance and confidentiality is built on the PSHCE programme.

Boys and girls will work together in some sessions but will work separately on occasions to allow for discussions to take place and questions to be answered. Parents will be informed by letter when these sessions are going to be delivered and may at any time discuss issues with members of staff. The resources that will be used with the pupils will be available for parents to view prior to them being used with pupils.

Within the formal and informal curriculum, i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of sex and relations education.

Parents have the right to withdraw their child from receiving sex education from a PSHCE perspective at school, but not to withdraw them from the teaching of the science national curriculum.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

## **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## **Links with other policies**

This policy is linked with the following policies:

Equality

Child Protection

Behaviour

Anti-Bullying