



# **CRADLEY C OF E VA PRIMARY SCHOOL**

## **SEX AND RELATIONSHIP EDUCATION POLICY**

Vision Statement: Enriching Lives

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<u>Dates</u>				
Written	Jan 2015			
Reviewed	Nov 2018			
Amended				
Next Review	Nov 2021			

# **CRADLEY C OF E PRIMARY SCHOOL**

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

The sex education policy for this school complies with the Education Act 1996 and the DfES Sex and Relationship Guidance 2000.

### **1, Principles**

- 1.1, Sex education is not simply knowledge of how the human body functions, grows and changes – it needs to be placed within the context of family life, of loving, caring relationships and of respect for others, within a clear moral framework. As such, the focus is firmly embedded in personal, social and health education rather than solely on science.
- 1.2, Our Christian ethos at Cradley school provides the context within which all personal development takes place. Christian values and attitudes with the emphasis on the value of family life, marriage and stable and loving relationships build a child's self esteem, self awareness and sense of moral responsibility.
- 1.3, Sex and relationships education will be carried out with sensitivity towards the various backgrounds of the children, giving them opportunities to examine their own and others attitudes and values to make informed decisions. It will deliver facts in an objective, balanced and sensitive manner, with opportunities for questions to be answered professionally and sensitively within the context of the lesson.
- 1.4, The school regards parents as partners in the delivery of SRE in school and affirms their valuable role in the home.
- 1.5, This policy promotes our mission statement of "Enriching Lives"

### **2, Aims**

- 2.1, We aim to:
  - Give the children a basic understanding of the workings of their bodies, including human reproduction
  - Make them aware of the emotional changes which will take place at puberty, and to learn to deal with these
  - Assess, understand and resist peer/social pressures
  - Protect themselves from abuse

### 3, **Objectives**

3.1, To help the children to:

- Develop a clear understanding of reproduction
- Recognise, and learn how to deal with, the emotional, physical and social changes which will occur during puberty, including those affecting hygiene
- Develop a caring and considerate attitude to each other
- Appreciate that people have different values and beliefs which influence their relationships
- be aware that they will gradually have more control over their health and decision-making
- develop an awareness of the different aspects involved in relationships

### 4, **Implementation**

4.1, In Key Stages 1 and 2 Sex and Relationship Education (SRE) is taught as part of Personal, Social, Health and Citizenship Education (PSHCE). Our whole school programme of values education also complements and supports the delivery of SRE.

4.2, Beginning SRE at Key Stage 1 and developing it through the primary school years enables children to acquire information and knowledge, form positive attitudes and values, and develop the skills necessary for effective communication. This will lead to responsible decision making and positive behaviour in the context of healthy family life, loving, stable relationships and respect for themselves and others.

4.3, Lessons in key stage 2 are based on the ‘Living and Growing’ series of videos and are delivered to the children by their class teachers. The programmes have strong story lines and characters that the children can identify with. They combine animation with children talking and songs.

4.4, We will inform all parents when these lessons are due to take place and parents will be invited to view the relevant videos beforehand. Parents are of course welcome to discuss these lessons with teachers (or school nurse) if they wish.

4.5, The first three programmes will be shown to children in years 3 and 4.

- Programme 1 **Differences** has the theme of ‘living things’, the difference between male and female, feelings and life cycles (shown to year 3).
- Programme 2 **How Did I Get Here?** Has the theme of ‘growing’ and looks at growth and change from the point of view of children, considering themselves as babies and thinking about their future as adults. It also covers the growth of the foetus during pregnancy (shown to year 4).

- Programme 3 **Growing Up** has the theme of ‘where do I come from’ and continues work on life cycles, growth and change. It also looks at relationships (shown to year 4).
- 4.6, Programmes 4 – 6 will be shown to Year 5 children.
- Programme 4 **Changes** explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves. It considers some of the changes that are outside our control, and others over which we can have increasing control and are able to make choices about as we grow up. It reaffirms that puberty is a normal and natural process.
  - Programme 5 **How Babies Are Made** examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships and the value of the family and relationships within it.
  - Programme 6 **How Babies Are Born** reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth and the inheritance of physical characteristics. Film of the birth of a baby is shown.
- 4.7, Programmes 7 – 9 are shown to pupils in year 6.
- Programme 7 **Girl talk** considers the changes that take place in a girl’s body and answers the questions that girls want to ask at a potentially difficult time of their lives. The programme also allows boys to understand what is happening to girls as they go through puberty.
  - Programme 8 **Boy Talk** is similar to the previous programme but is from the point of view of boys, dealing with issues such as masturbation and wet dreams.
  - Programme 9 **Let’s Talk About Sex** considers the mixed messages young people are receiving about sex and addresses their concerns with honest, age appropriate answers.
  - All programmes are watched by all year 6 pupils together. After viewing opportunity is provided for follow up discussion in single sex groups.
- 4.8, We will inform all parents when these lessons are due to take place and parents will be invited to view the relevant videos beforehand.
- 4.9, New resources are continually being produced for this area of the curriculum. Our delivery of SRE is regularly reviewed in the light of current resources and advice.

5, **Equal opportunities**

- 5.1, All children will be given the opportunity to equal access to sex education regardless of gender, race, creed or special needs, unless their parents have withdrawn them from SRE lessons.

6, **Sensitive issues**

- 6.1, Governors will rely on the professionalism and common sense of teachers and the school nurse in dealing with the content of these lessons in a responsible manner. Teachers will use their discretion in dealing with questions which arise in class and decide whether to explain to the whole group, to the individual or suggest that the child asks a parent for more information.

7, **Withdrawal by parents**

- 7.1, All pupils will be taught the biological facts about reproduction in humans as required by the Key Stage 2 Science National Curriculum.
- 7.2, Parents have the right to withdraw their child from sex education lessons and do not have an obligation to give reasons for doing so. Whilst understanding their concern about the content of the lessons, it is hoped that all children will be able to participate, and we would encourage parents to discuss their concerns with the class teacher before making a decision.

**PSHE Curriculum Framework  
needs**

**Theme: Sex & Relationships**

( based upon non statutory guidelines at key stages 1 and 2, NC Science Orders, pupil

assessment, NHSS guidance and our school SRE policy )

Class 1	Class 2	Class 3	Class 4	Class 5
<ul style="list-style-type: none"> <li>to observe and discuss physical growth changes in plants and animals/pets and themselves ( Lifecycles)</li> <li>to identify good and bad feelings and to be aware of their consequences and that everybody has them. To develop strategies to deal with feelings</li> <li>the difference between male and female</li> </ul>	<ul style="list-style-type: none"> <li>growth and change, considering themselves as babies and thinking about their future as adults</li> <li>conception; growth of foetus during pregnancy</li> <li>be aware as we grow that friendships, height, no. of teeth etc change. <b>To name body parts</b>, measure height etc.</li> <li>to be aware of appropriate responses to good and bad touching</li> <li>to be aware that families are different and what families do for us</li> <li>to identify people who help us gain independence and develop interests eg. in clubs, sports, music</li> <li>to identify times and places when we feel safe and feel frightened. To learn about the danger of talking to strangers</li> <li>name body parts</li> </ul>	<ul style="list-style-type: none"> <li>explore the physical and emotional changes that take place at puberty, how we feel about ourselves</li> <li>changes outside our control; changes over which we have increasing control; choices as we grow up</li> <li>the importance of loving, caring relationships; the value of family and relationships within it</li> <li>to know male and female stereotyping can exert pressures. Discuss appropriateness of familiar role expectations (eg. girls don't play football, men don't stay at home to look after children)</li> <li>to discuss varying feelings within families – relationships to siblings, strategies for dealing with anger, jealousy</li> <li>to increase strategies for personal safety – when</li> </ul>	<ul style="list-style-type: none"> <li>how babies are made and born in context of loving, caring relationships</li> <li>the value of the family and relationships within it</li> <li>the physical and emotional changes at puberty. Be aware of physical and emotional changes for boys and girls.</li> <li>to learn about life experiences of older members of the community. To discuss any personal experiences of bereavement.</li> <li>to discuss concept of Personal Space and how good or bad touching impacts upon this. To know touching should not involve secrets or surprises</li> <li>to learn that personal responsibility increases with age. Discuss class, home, school responsibilities</li> <li>to be aware of pressures to</li> </ul>	<ul style="list-style-type: none"> <li>the physical and emotional changes for boys and girls at puberty</li> <li>consider the mixed messages young people receive about sex</li> <li>to discuss what makes a good friend. What makes a good relationship? Differences between crushes and relationships.</li> <li>to learn how to deal with responsibilities of moving up/on. Decisions, feelings, emotions. Friendship change and loss</li> <li>use and dangers of the Internet</li> <li>to develop strategies to say no – to pressure groups, friends and media.</li> </ul>

		<i>alone, if lost - strangers (how do you get home from school). How to use the Internet safely</i>	<i>conform to certain images and that differences / individuality is healthy</i>	
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