



Sex and Relationships Policy

Prepared by XXXXXXXX 2013

Version	Date	Reviewed by	Date of next review	Comments
1.0	Summer 2016	P&C Committee	April 2017	The term 'relationships in different contexts' added
1.1	April 2017	P&C Ctte	Summer 2018	No amendments
1.2	April 2018	P&C Ctte	Summer 2019	

Kingslea Primary is committed to the teaching of Sex and Relationships. It will be taught as part of our Personal, Social, Health and Citizenship Education programme. (PSHCE)

As part of the Governments internal review in March 2013 Elizabeth Truss stated that *'Schools should seek to use the PSHCE education to build, where appropriate on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

Aims

The aim of the Sex and Relationships Policy is:

- to inform parents of the extent of sex education and how it will be delivered within the school programme
- to outline how parents can be informed about the policy and talk to the staff about any problems they may have

Objectives

The objectives are:

- to help pupils develop a clear understanding of the changes that take place from childhood through puberty and into adulthood, to understand the physical processes involved and encourage the exploration of facts
- to help and support young people through their physical, emotional and moral development; to enable them to move with confidence from childhood through adolescence and into adulthood.
- to help pupils develop confidence and responsibility in personal relationships, examining opinions, concepts and encouraging discussion
- to provide support to teachers delivering sex and relationships education in school and to offer guidance for dealing with individual pupils' requests for specific sexual information
- to deliver sex education within a moral framework that reinforces the values of respect and responsibility for oneself and others.
- to complement and support the role of parents

Legislation

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Kingslea we teach SRE as set out in this policy.

The policy must be available for parents to look at.

It is important that the sex and relationships policy is formulated to complement and fit in with the more general health and social education policy within the school. In this way, sex education will not be dealt with in isolation, but should be part of the whole school curriculum.

Policy Statement

Any sex and relationships programme should match the maturity of the pupils, which may not match their chronological age. It will be focused on the class as a whole and pupils' questions will be answered sensitively.

The programme will ensure a gradual introduction to the subject throughout the school life of the child. Care will be taken to match the maturity of the child with the teaching.

The teaching will aim to help children understand the physical and emotional challenges of growing up. Children will also be taught the importance of a moral framework, stressing the value of family life and childcare in our society.

Content

The SEAL programme of study addresses many issues such as decision making, emotions and how to recognise them in themselves and others; likes and dislikes, and similarities and differences. These themes are covered in increasing depth as the child moves up the school.

Life Cycles and growth in people, plants and animals is covered within the Science curriculum.

In the Foundation Stage children are taught to recognise the importance of feelings, keeping healthy, keeping safe and how to look after themselves.

In KS1 they are introduced through PSHCE, PE and Science:

- People in my life – What they do for me, and what I do for them
- My moods – feeling happy, sad, angry
- Friendships and the building of self-esteem
- Keeping safe
- My body and other peoples' bodies – similarities and differences
- Inside my body – the functions of different parts
- Caring for myself – hygiene, sleep, exercise
- The beginning of life – me, plants and animals
- Changes as we grow

In KS2 the children in Years 3 and 4 are introduced to:

- To recognise feelings – sad, happy, embarrassed, scared
- Difficult situations – teasing and bullying - being assertive without being aggressive
- Growth and change in animals and plants
- Study of the body – naming parts and growing up
- Changes in their own bodies
- Animal and human babies and how they grow – not intercourse and conception
- Keeping healthy – diet, exercise and hygiene
- Friendships
- Keeping safe
- Decision making – how to spend own money and influences on us

- Varied lifestyles in the class and community – differences in others and how we feel about such differences

In KS 2 the children in Year 5 are introduced to:

- How babies begin – intercourse, conception, and birth. Then growth to infant, child and adolescent
- Changes in puberty – physical change, physiological change, primary and secondary sexual characteristics
- Menstruation cycle including when pregnancy occurs. Appropriate naming of anatomical parts.
- How to manage the change in your life.
- Changes in boys – visible changes. Production of sperm. Appropriate naming of anatomical parts.
- How to manage rapid changes in your life

In Year 6 the children are introduced to:

- About intercourse, relationships, legality (age), fertilisation, development and conception
- Birth explained – use of pictures, diagrams and video
- Celebrations of birth, christening, puberty, marriage and death in different cultures
- Food, nutrition and hygiene.
- Feelings about the future – changing schools
- Media pressures – messages about health, race, sexuality from TV, films, papers, magazines, role of women at home and work, careers for men and women, ‘macho men’, advertising., different family structures

In Years 5 and 6 the children are introduced to:

- Decision-making and risk taking.
- Being assertive without being aggressive
- Feelings - coping with and expressing them.
- Families – how they behave, what members expect of each other – how to complain and praise each other
- Differences and similarities in people
- Non-discrimination of different family structures
- Friendships, relationships in different contexts, and emotional changes
- Keeping healthy – healthy diet, exercise, hygiene, unhealthy practices – smoking, lack of exercise, drugs, alcohol.

How is sex education taught?

The teaching will normally be in the usual classroom groups i.e. mixed sex classes to ensure that the subject is treated as normally as possible. Teachers will use their discretion to sub divide the class into various groups to enhance learning.

Any questions raised by pupils that require an answer which exceeds the agreed content of this policy, will not be answered in an ‘open class discussion’. The matter will be referred to the individual parents for further guidance on their child’s emotional needs. The teacher and parents will decide together on the most appropriate information to give the child and which teaching strategy to use.

Where teachers are led to believe that a pupil is in a relationship, or is about to start a course of conduct that will put him/her at risk or outside the law, the teacher must follow the child protection procedures. Teachers must inform the Child Protection Officer who should make sensitive arrangements in discussion with the child to ensure that parents or carers are informed.

If abuse is suspected, the Child Protection Officer and Headteacher must be informed immediately.

Contraception

Should be mentioned – the sperm can be prevented from reaching the egg – but no specific methods of contraception advocated. Condoms are obviously widely used and some pupils will have some knowledge of their function and use.

Resources

The videos, books and other materials used will be chosen with care to match the content of this policy. Parents will be invited to view the materials used, before their children see it, usually on an annual basis.

Parental Feedback

Any request by parents to discuss this policy or the special educational needs of their child in this area of the curriculum will be welcomed. Any comments as to how the information is received by the children would be useful in informing future planning and adapting the policy in the future.

Rights of parents to withdraw children

Section 405 of the Education Act 1996 enables parents to have the right to withdraw their child from all or part of any sex education provided, but not from lessons involving the teaching of the biological aspects of human growth and reproduction necessary included in the statutory National Curriculum science.

If the child is withdrawn parents need to be aware that their child will miss out on information which would help them make informed choices in the future. Their child will shortly be coming into contact with sexually mature pupils in secondary school, who may impact upon the child's development.