

## Sex and Relationship Policy

### Introduction

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...”  
(National Children’s Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999”).

In accordance with the Education Act 1993, the governing body has a duty to decide whether their school should provide sex education and what it should consist of and how it should be organised.

### The statutory obligations for school in sex and relationships education:

Sex and relationships education is seen as falling under the legal requirements section 351 of the Education Act 1996 for schools to provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. As an Academy our funding agreement requires us to have regard to the DfE Sex and Relationship Education Guidance (2000), which supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils and a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is felt that “the importance of sexual relationships in all our lives is such that sex education is a critical part of preparing children for their adult lives now and in the future as adults and parents” (HMI Curriculum Matters 6).

It is important that sex education must start when children are young and follow them developmentally through their school career.

Parents have a key role in teaching their children about sex. The teaching offered is aimed to be complementary and supportive to the role of parents. Parents will be informed of the sex education their child will be likely to receive in the class curriculum brochure. Parents are always welcome to discuss any concerns about the policy with the teaching staff at any time.

Parents have no right to withdraw children from those parts of the work that are part of the National Curriculum Science Orders. (Section 405 Education Act 1996). The Academy applies this principle to the Domain of Science and Technology.

Parents may withdraw a pupil from other aspects of sex education lessons, and should discuss this with the Executive Principal if they wish to do so.

### Aims

We feel the aims of our school and other curriculum areas are reflected in the aims of our sex education policy.

1. To prepare children for adult life.
2. To develop children's confidence.
3. To foster self-esteem, self-awareness, a sense of moral responsibility and the skills to develop positive, rewarding relationships.
4. To provide explanations and reassurance about the physical and emotional challenges of growing up and to give an elementary understanding of human reproduction; and to counteract myth and folklore (storks and gooseberry bushes).
5. To develop trust/openness/open mindedness in children.
6. To stress the value of family life (widely defined) and the importance of proper care and nurture. Where possible this will be linked to British Values and in particular 'Individual Liberty'.
7. To generate an atmosphere where children can be comfortable about asking questions about sexuality and reproduction.
8. To encourage children to be aware of their own feelings and those of others.
9. To develop a sense of responsibility.
10. To promote the development of informed decision-making skills so they can assess, understand and resist peer and social pressures and resist unwanted sexual experiences.

### **Moral and Values Framework**

(In accordance with the Education Act 1993)

Our sex education will be a balanced programme, which combines the emotional, spiritual, physical, moral and social development.

Besides providing knowledge about loving relationships, the nature of sexuality and the process of human reproduction, children will also need the skills and attitudes to prepare them to manage their relationships in a morally responsible and healthy manner. (Curriculum Guidance 5, NCC, 1990).

Sex education will not be value-free and will be taught within the context of a loving relationship. It will be tailored to the age and understanding of the pupils. The facts will be presented in an objective, balanced and sensitive manner within a framework of values and an awareness of the law on sexual behaviour.

Pupils will be encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood. This will be conducted in a sensitive and inclusive way taking into account the increasing number of single and non-married partnerships that exist in our setting.

They will be helped to consider the importance of self-restraint, dignity, respect for self and others, responsibility, sensitivity, loyalty and fidelity.

They will be made aware of the consequences (physical, emotional and moral) of sexual behaviour.

Many children do not come from backgrounds that reflect such values or experiences and great sensitivity is needed to avoid causing personal hurt and giving unwitting offence.

### **Framework for Sex and Relationship Education**

Sex Education contains the following three components:

1. Knowledge.  
To assist in the acquisition and understanding of knowledge about a range of issue related to personal development.
2. Attitudes  
To develop and enhance caring and responsible attitudes in young people and give them the opportunity to explore their values within a cultural and moral framework.
3. Skills  
To equip young people with a range of skills: decision making, forming relationships, coping strategies etc, in order to help them make informed decisions about their lifestyles and their environment.

Emphasising the equality of the sexes is an essential part of sex education.

The policy covers the whole school, even though it might not be immediately obvious that work with the lower school is linked to sex education and may not necessarily be called sex education.

Sex education will essentially be delivered by class teachers although specialist input to the programme may also be given. There are a wide range of key professionals who should aim to work together to provide full entitlement for every young person. Social workers, the probation service, health professionals, teachers and youth workers may all be planning and delivering sex and relationships education within their own service and are all bound by their agency policy and their specific roles and responsibilities.

It is desirable that sex education is planned for mixed groups; it is essential for boys and girls to know and respect one another.

There is a list of learning outcomes for each key stage at the end of this document. (Appendix 1).

References: Sex and Relationship Education Guidance DfE 0116/2000; and Sex and Relationship Education folder held in staff room.

### **Monitoring and Evaluating**

This Sex and Relationships Education Policy will be reviewed regularly by the Governing body. They will liaise with staff to make any modifications necessary. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a two-year rolling programme or in light of any new legislation or guidance resulting in any necessary adaptations to delivery, content, use of materials etc.

### **Related policies**

Curriculum

Health and Safety

Safeguarding

ICT

The Governing Body approved this policy on **24<sup>th</sup> November 2017**

Signed:

Chair of Governors

Signed:

Executive Principal

## The Content of Sex and Relationships Education (SRE)

### Learning Outcomes

The following statements are offered as illustrations of learning outcomes for SRE for each key stage and age group. They give a basis for planning work to develop knowledge and understanding, attitudes and values and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with and (\*) are part of the National Curriculum science requirements.

<b>FOUNDATION</b> Age 3 -5 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Understanding of their own family life</li> <li>• Help children develop a sense of belonging and strong self-image</li> <li>• Understand that people have different needs, views, cultures and beliefs that need to be treated with respect</li> <li>• Different kinds of relationships.</li> <li>• The value and need for trust, honesty, support and respect</li> <li>• Recognising and accepting differences</li> <li>• Prepare children for changes</li> <li>• Understanding appropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Express needs and feelings in appropriate ways – orally, through actions and visual images</li> <li>• Ways of solving problems.</li> <li>• Initiate interactions with other people</li> <li>• Resolving conflict</li> <li>• Building relationships with other people</li> <li>• Communication – using appropriate language</li> <li>• Coping with change</li> <li>• Dress and undress and manage their own personal hygiene.</li> </ul>

<b>KS1</b> <b>Year 1</b> Age 3 – 5 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Consider the value of being part of different groups and communities</li> <li>• Be proud of their body, enjoy what it can do and treat it with respect</li> </ul>	<ul style="list-style-type: none"> <li>• People in my life. What they do for me and what I do for them</li> <li>• What I like and don't like about other people</li> <li>• What they like or don't like about me</li> <li>• My moods – feeling happy, sad etc.</li> <li>• What makes me happy</li> <li>• Understand the concept of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise safe and unsafe situations</li> <li>• Identify and be able to talk with someone they trust</li> <li>• Caring for myself – hygiene</li> <li>• What helps people to get on with each other? For example, listening/sharing.</li> </ul>

<ul style="list-style-type: none"> <li>• Begin to accept everyone as an individual.</li> </ul>	<p>growing from young to old that they are growing and changing</p> <ul style="list-style-type: none"> <li>• Understand that boys and girls can both do the same tasks and enjoy the same things</li> <li>• Know that people have things in common but that every individual is unique</li> <li>• Basic rules for keeping themselves safe and healthy</li> </ul>	
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<b>KS1</b> <b>Year 2</b> Age 6 – 7 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Think about what responsibility means</li> </ul>	<ul style="list-style-type: none"> <li>• Why families are special for caring and sharing</li> <li>• Feelings in families (for example love, jealousy)</li> <li>• My body and other people's bodies-similarities and differences</li> <li>• That animals and humans reproduce*</li> <li>• That humans and animals can produce offspring and these grow into adults*</li> <li>• That they have some control over their actions and bodies</li> <li>• Safe places to play and safe people to be with</li> <li>• The needs of babies and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that their feelings and actions have an impact on others</li> <li>• Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk</li> <li>• Make a friends, talk with them and share feelings and cope with losing friends</li> <li>• Identify and share their feelings with others</li> <li>• Responding with increasing confidence to new people and situations</li> <li>• Recognise similarities and differences between themselves and others and treat others with sensitivity*</li> <li>• Know the correct names for the external parts of the body including sexual parts*</li> </ul>

<b>KS2</b> <b>Year 3</b> Age 7 – 8 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Respect their</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings – things that make</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence when</li> </ul>

<p>own and others' bodies</p>	<p>me happy, sad, embarrassed, scared etc.</p> <ul style="list-style-type: none"> <li>• Know what we do that makes each other happy, sad and cross and what helps and what hinders friendships</li> <li>• Changes in my own body in those of others</li> <li>• Inside my body the functions of different parts.</li> </ul>	<p>expressing opinions for example about relationships and bullying</p> <ul style="list-style-type: none"> <li>• Listen to and support others</li> <li>• Respect other people's viewpoints and beliefs</li> <li>• Recognise their changing emotions with friends and family and be able to express their feelings positively</li> <li>• Identify adults they can trust and who they can ask for help</li> <li>• Caring for myself hygiene, sleep, exercise.</li> </ul>
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<b>KS2</b> <b>Year 4</b> Age 8 – 9 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Understand what is meant by “relationships” within families, between friends</li> <li>• How babies begin and are born – how they grow</li> <li>• Keeping safe</li> <li>• Family trees</li> <li>• Understand that individual responses to events will vary and respect other people's emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-confident in a wide range of new situations, such as seeking new friends</li> <li>• Form opinions which they can articulate to a variety of audiences</li> <li>• Recognise their own worth and identify positive things about themselves</li> <li>• Friendship – who our friends are, how we make and lose friends</li> <li>• Making decisions – influences on me</li> <li>• Dealing with difficult situations, for example, teasing and bullying.</li> </ul>

<b>KS2</b> <b>Year 5</b> Age 9 – 10 Years <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Show care for others as well as for themselves</li> <li>• Varied lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include growth and reproduction*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that actions have consequences for themselves and others</li> <li>• Recognise their own and</li> </ul>

<p>in the class and community – differences in others and how we feel about differences</p> <ul style="list-style-type: none"> <li>• Consider why trust, honesty, understanding and respect are important in established relationships</li> <li>• Appreciate different ways of loving and the importance of love in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• About the main stages of the human life cycle*</li> <li>• About the physical and emotional changes that take place at puberty, why they happen and how to manage them</li> <li>• Develop understanding of different types of relationships including marriage and know that there are many different patterns of friendship</li> <li>• Understand more about the changes that take place in human life – parenthood, bereavement, making new relationships</li> <li>• About keeping themselves safe when involved in risky activities</li> <li>• Know people have different attitudes, values and beliefs and that these influence people’s relationships with each other</li> <li>• Know about and accept a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.</li> </ul>	<p>other people’s feelings</p> <ul style="list-style-type: none"> <li>• See things from other people’s viewpoints, for example their parents and carers</li> <li>• Discuss moral questions</li> <li>• Recognise and challenge stereotypes, for example in relation to gender</li> <li>• Recognise the pressure of unwanted physical contact, and know ways of resisting it.</li> </ul>
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<b>KS2</b> <b>Year 6 Age 10 - 11 Years</b> <b>Attitudes &amp; Values</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Feelings about the future, for example changing schools</li> <li>• Differences and similarities in people</li> <li>• Messages about health and sexuality from television, film,</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in me and others – why they are happening</li> <li>• Know and understand how changes at puberty affect the body in relation to hygiene</li> <li>• Know that body changes are a preparation for sexual maturity and understand the processes</li> </ul>	<ul style="list-style-type: none"> <li>• Balance the stresses of life in order to promote their own mental health and well being and that of others</li> <li>• Listen to, support their friends and manage friendship problems</li> <li>• Expressing feelings and how we do this; being assertive; not aggressive</li> </ul>



<p>newspapers etc.</p> <ul style="list-style-type: none"> <li>• Families and how they behave – what members expect of each other</li> <li>• Understand that actions have consequences for oneself and others.</li> </ul>	<p>of conception and birth</p> <ul style="list-style-type: none"> <li>• Know about the range of human variation, understand what is meant by “normality” and know that their genes and environment can cause differences between people</li> <li>• Why being different can provide bullying and know why this is unacceptable</li> <li>• Sexuality – what is it and what words describe it</li> <li>• Know about helping agencies which can support families and individuals in different circumstances</li> <li>• Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making and risk-taking</li> <li>• Demonstrate tolerance and respect for others</li> <li>• Know how to deal with friendship problems</li> </ul>
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<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

These learning outcomes are taught using Living and Growing (Channel 4). This resource introduces pupils to the core issues of Sex and Relationship education while reflecting the diverse society that children are living in today.

Unit 1 (Age 5-7)

- Differences
- How Did I Get Here?
- Growing Up

Unit 2 (Age 7-11)

- Changes
- Girl Talk
- Boy Talk

Unit 3 (Age 7-11)

- How Babies Are Made
- How Babies are Born