

Sex and relationships policy

What is sex and relationship education?

It is a lifelong learning about physical, moral and emotional development. It is about the understanding of 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 - this would be inappropriate teaching.

There are three main elements to sex and relationships education:

- attitudes and values
- personal and social skills
- knowledge and understanding

(Sex and Relationships Education Guidance DFEE 2000)

Aims and objectives.

The aim of this policy is to fulfil the Government's guidelines regarding sex education whilst at the same time taking in the broader issues of relationships. The children need to be aware of changes that are happening to themselves and to others, and to value relationships that they are involved in. Also, the values of family life, marriage, stable and loving relationships for the nurture of children, and the value of respect, love and care.

The Curriculum.

We aim to deliver sex and relationship education through the PSHE and Citizenship curriculum and the science curriculum. It should be taught within subject areas as they naturally within each half term. Where necessary it will be taught as a discrete unit.

Foundation Stage

(The objectives for the foundation stage are addressed through the Early Learning Goals)

Pupils should:-

- 1) recognise similarities and differences between babies, children and adults.
- 2) be able to name body parts.
- 3) understand basic hygiene.

Key Stage One

(Sex and relationships in key stages one and two form part of the P.S.H.E schemes of work. Paisley has adopted the LEAs long-term plan based upon the Health for Life publications ensuring coverage of the guidelines for PSHE in Curriculum 2000. The sex and relationship education will be provided by the class teacher and where necessary the school nurse. We are aware of support services that exist and will contact those where necessary.)

Pupils should be taught:-

- 1) how to make simple choices that improve their health and well-being
- 2) to maintain personal hygiene
- 3) to recognise how their behaviour affects other people
- 4) to listen to other people, and play and work co-operatively
- 5) that family and friends should care for each other.
- 6) that animals including humans, move, feed, grow use their senses and reproduce
- 7) to recognise name and compare the main external parts of the bodies of humans
- 8) that humans and other animals can produce offspring and that these offspring grow into adults.
- 9) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage Two

Pupils should be taught:

- 1) 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 others in a positive way.
- 2) about how the body changes as they approach puberty
- 3) to recognise the different risks in different situations and then decide how to behave responsibly and judging what kind of physical contact is acceptable or unacceptable
- 4) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view
- 5) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- 6) that the life processes common to humans and other animals include nutrition, growth and reproduction
- 7) about the main stages of the human life cycle

During year 5 the girls need to be aware of menstruation. Where possible this will include a talk given by the school nurse and areas of study such as periods, hygiene and anatomical details are discussed. At this time pupils will be assured that they can speak to a member of staff regarding such matters. This would normally be the class teacher but additional members of staff may also be nominated and the children informed.

During year 6, children will learn about and discuss the changes they will undergo during puberty, such as body changes, menstruation, personal hygiene, diet and exercise. This will normally include a talk given by the school nurse, currently entitled 'Growing up'. They will also learn the basic facts of reproduction in humans and the importance of loving, caring relationships. Questions are encouraged and answered openly and honestly.

Differentiation

Every child has the right to sex and relationships education. The SRE programme needs to be inclusive and tailored to the age and the physical and emotional maturity of the children therefore, the SRE programme is graduated and age-appropriate. It is the responsibility of the class teacher to ensure that work is matched to the maturity level of their class and differentiated appropriately.

Assessment

Pupil progress and understanding in SRE is assessed by reflection (about what has been discussed/seen), class and group discussion, scrutiny of work produced and project work. Teaching and learning are also assessed through observation, teacher and pupil feedback on lessons and teacher feedback/annotation of planning and pupil performance.

The National Healthy School Standard

We are aware of the guidance for the NHSS. The school has previously achieved the Positive Health in Schools Award and at present accreditation is being sought to achieve the award for the second time.

Parental Rights

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. The school will make alternative arrangements in such cases. Letters will be sent

out to all parents prior to the discussions. At Paisley an open door policy is in operation. Any parents with a concern are invited to discuss this with the co-ordinator, class teacher or head teacher, they also have the right to see this policy and discuss it with any of the above staff.

Monitoring and Evaluation

Individual lessons will be evaluated by the class teacher, and where necessary discussed as a whole staff. The PSHE and science co-ordinators are responsible for the overall evaluating and monitoring of this area. Children's progress will be monitored through classroom observation and work scrutiny.

Equal opportunities.

All children regardless of age, gender, race or ability will have access to the appropriate aspects of the sex and relationships curriculum.

Confidentiality

It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

(Sex and relationship education guidance 2000)

Pupils need to understand that they can speak to members of staff about any issues they have, however, pupils need to know that teachers cannot offer unconditional confidentiality, but reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Role of the Co-ordinator

- To ensure that all staff have appropriate schemes of work to include in their planning and that these schemes are updated where necessary.
- To ensure staff have the necessary resources to teach the sex and relationship curriculum.
- To organise INSET to ensure all staff have the appropriate level of awareness to enable them to deliver the curriculum appropriately.
- To liaise with the appropriate outside agencies.
- To ensure own knowledge is updated when needed and that this information is disseminated to staff.

Review

This policy is due to be reviewed in January 2007

Ruth Bell
January 2005