



ELVETHAM HEATH PRIMARY SCHOOL

Sex and Relationships Education Policy

Elvetham Heath Primary School fully recognises its responsibilities for Sex and Relationship Education (SRE), which is embedded in Personal, Social Health and Citizenship Education and is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It enables our pupils to move with confidence from childhood through adolescence into adulthood. As such, SRE has a key role to play in a young person's personal, social, moral and spiritual development.

Sex and Relationship Education Guidance (DfES 0116/2000)

“The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.”

“It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.”

“Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.”

“The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.”

Our policy applies to all staff, governors and volunteers working in the school.

At Elvetham Heath Primary School, we believe that Sex and Relationships Education should:

- be lifelong learning about physical, moral and emotional development;
- be taught in partnership with parents;
- be a whole school approach;
- be tailored to the age and physical and emotional maturity of the children;
- engage both boys and girls;
- provide opportunities for single gender groups at appropriate times;
- be inclusive to all children, enabling them to make positive decisions in life
- be consultative for parents and children;
- prepare for opportunities, responsibilities and experience of adult life;
- help children and young people develop confidence and respect in talking, listening and thinking about sex and relationships;
- raise awareness and respect of the value of equal opportunities.

EYFS / KSI

- Education about relationships, focusing on friendship, bullying and self-esteem;
- Developing confidence and responsibility;
- Preparing children to play an active role as citizens;
- Developing a healthier, safer lifestyle;
- Developing good relationships and respecting differences between people.

EYFS/ KSI planning is completed by the PSHCE coordinator and developed, differentiated and taught by class teachers.

KS2

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Able to name parts of the body and their functions;
- Can protect themselves and ask for help and support;
- Can discuss sexual orientations and attitudes towards them;
- How a baby is conceived and born;
- Changes in the body related to puberty, such as periods and voice breaking;
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
- Delivering the programme to Year 5 and 6 in an atmosphere where the children can be comfortable asking questions about their sexuality, sexual relations and reproduction;
- Supporting pupils' ongoing emotional and physical development effectively (Year 6);

Years 3 – 5 planning is completed by the PSHCE coordinator and developed, differentiated and taught by class teachers.

Year 6 planning and lesson delivery will be taught by the PSHCE coordinator with the support of class teachers.

Monitoring and Evaluating

Children in Years 5 and 6 will complete a questionnaire prior to SRE teaching. Teachers will complete evaluations during the unit of study. At the end of the unit, children will repeat the questionnaire.

Partnership with Parents

We recognise that the role of school in delivering a programme of sex education will be complemented by the support and information that parents offer their child and we welcome the partnership that combined support offers. We will also allow parents to access any resources being used, prior to the teaching of the subject. A letter will be sent to parents with a summary of the lessons content. Parents will be invited to share feedback and questions which will be used to amend the programme.

After discussion with the Head Teacher, parents will have the right to withdraw their child from all or part of sex education outside of the elements covered by/from the teaching of the biological aspects of human growth and reproduction necessary under national curriculum Science. The school will notify parents before such teaching.

National Curriculum Science

Key Stage 1

- To identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
- Notice that animals, including humans, have offspring which grow in to adults.

Key Stage 2

- Describe the life processes 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).

The Wider Community

“...in the wider community including health professionals, social workers, youth workers, peer educators and visitors. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources.”

At Elvetham Heath Primary we will regularly consult with the school nurse in the development and implementation of the Sex and Relationships programme.

Confidentiality

Staff are aware that:

- they cannot offer or guarantee absolute confidentiality;
- if a child is contemplating sexual activity, this needs to be treated as a child protection activity and reported to the DSL.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Develop self-respect and empathy for others;
- Learning to make choices based on understanding of differences and with the absence of prejudice;
- Providing opportunities for children to develop ability to understand the consequences of others.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Information about healthier, safer lifestyles;
- Emotions, relationships and reproduction.

Consultation

The Sex and Relationship Education Policy has a special level of sensitivity, and is one that may be consulted by interested stakeholders, including teaching staff and parents. When reviewing, revising and updating this policy, the following sources of information and opinion should be consulted:

- Guide to the Law for School for School Governors: www.governor.net.co.uk
- Hampshire Children’s Trust ‘Sex and relationships education policy for young people, including support for teenage parents’ (November 2010).

Key Stage 1	Key Stage 2
<p>Sex Education</p> <ul style="list-style-type: none"> ○ Know that humans develop at different rates and that human babies have special needs; ○ Be able to name parts of the body including the reproductive system and understand the concept of male and female; ○ Know about personal safety; ○ Appreciate ways in which people learn to live and work together: listening, discussing and sharing. 	<p>Sex Education</p> <ul style="list-style-type: none"> ○ Begin to know about and have some understanding of the physical, emotional changes which take place at puberty; ○ Know the basic biology of human reproduction and understand some of the skills necessary for parenting; ○ Know that there are many different patterns of friendship; be able to talk about friends with important adults.
<p>Family Life Education</p> <ul style="list-style-type: none"> ○ Know that there are different types of family and be able to describe the roles of individuals within the family; ○ Know about rituals associated with birth, marriage and death and be able to talk about the emotions involved; ○ Understand the idea of growing from young to old; ○ Acquire the skills of caring for young animals, for a limited time, under supervision. 	<p>Family Life Education</p> <ul style="list-style-type: none"> ○ Understand what is meant by “relationships” within families, between friends and in the community; ○ Know how children develop from birth to five plus and be aware that there are different patterns of child-rearing; ○ Know about the needs of the old and/or ill and understand what happens with death; ○ Know about helping agencies which can support families and individuals in different circumstances.
<p>Psychological aspects of health education</p> <ul style="list-style-type: none"> ○ Understand the importance of valuing oneself and others; ○ Begin to recognise the range of human emotions and ways to deal with these; ○ Begin to be able to co-operate with others in work and in play. 	<p>Psychological aspects of health education</p> <ul style="list-style-type: none"> ○ Recognise that individuals belong to many groups in which they will have different roles; ○ Understand that individual responses to events will vary and respect other peoples’ emotions and feelings; ○ Understand that actions have consequences for oneself and others; ○ Understand the meaning of friendship and loyalty and begin to develop skills to form relationships.

Responsible for development and implementation of SRE:

Deborah Nicholass	Deputy Head Teacher
Lawrence Britt	Deputy Head Teacher
Penny Bryant – Jones	PSHCE Co-ordinator

**Ratified by governors:
Due for renewal:**

**January 2017
January 2018**