

# Sex and Relationships Education Policy

September 2002

Reviewed July 2003



## 1. INTRODUCTION

The structure of the implementation of the policy and the development of a Long Term Plan is the result of discussions with the full teaching staff and the Sex and Relationships Education Co-ordinator. Consultation with parents will occur annually and the results of these consultations will feed into future discussions or/revisions to the policy.

The **Sex and Relationships Education** coordinator: Mrs. J. Fowler

The governing Body are ultimately responsible in overseeing that this policy is being effectively implemented.

Their agents at school are The Head Teacher, Health Education Co-ordinator and Child Protection Co-ordinator. All staff will be involved in the implementation of this policy.

The role of the co-ordinator: *See Appendix I \_\_\_\_\_ Job Description*

## 2. WE BELIEVE

The school is an important partner with parents/carers in Sex and Relationships Education. The school should teach Sex and Relationships Education. We need to educate children for their age now and prepare them for their next two years, but we must be careful not to give misinformation. There will be a core curriculum, which we will plan to teach, and other areas clearly defined which will be dealt with as they arise. The Sex and Relationships Education curriculum should be developmental and will be progressive through every year of the school. Sex and Relationships Education must be taught within the context of the moral and value framework as is implicit in the school's curriculum statement.

## 3. AIMS

- To provide a positive Sex and Relationships Education Policy
- To provide children with the knowledge and concepts that are appropriate to their stage of development
- To teach Sex and Relationships Education issues in a natural, appropriate and honest manner.
- To support the special needs of individuals.
- To help parents/carers to educate their own children in the context of their own family.
- To provide a moral and value framework for all Sex and Relationships Education work.

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## 4. MORAL AND VALUE FRAMEWORK

All Sex and Relationships Education will be conducted with dignity and respect for the individual. The rights of the individual will be emphasised. Care will be taken to ensure that embarrassment is minimal and that individual differences in maturity are accounted for. The context for all Sex and Relationships Education will be caring and loving relationships. Integrity and honesty of approach will be essential. Sex and Relationships Education will seek appropriate learning links with other areas of the curriculum including, Science, Personal, Social, Citizenship and Health Education and R.E.

## 5. WORKING WITH PARENTS/CARERS AND THE RIGHT OF WITHDRAWAL

Parents/Carers have the right to withdraw their children from all or part of the programme. In order to facilitate this, parents will be informed in advance of the Sex and Relationships Education, which is to occur, and given a summary of the content.

Parents/Carers who choose to exercise this right should do so in writing to the Head Teacher. They will be invited to discuss the issues and possible effects which withdrawal could have. This would include preparing parents/carers for other children talking to their child(ren).

It is hoped however that parents/carers will work cooperatively with school. Parents/carers will be encouraged to support the work of the school with their child(ren) at the particular time and continue the discussion and education within the context of the family.

## 7. ORGANISATION OF SCHOOL SEX AND RELATIONSHIPS POLICY

### LONG TERM PLAN

Sex and Relationships Education is contracted to the school's Long Term Plan, as is every other subject. Timing of elements of Sex and Relationships Education have been designed to compliment other curriculum areas particularly areas of Human Biology in Science, and Family Life and Values in Religious and Moral Education. Sex and Relationships Education will be part of a Health week each year. In this week a number of areas concerning the physical, mental and spiritual well being of children will be covered.

The themes will be

Me and Looking After Myself,  
Me and My Relationships,  
Me and My Community and Environment.

Across these themes will be a consideration of

Substance and misuse  
Sex and Relationships Education  
Family Life Education  
Safety

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Health Related Exercise

Food and Nutrition

Personal Hygiene

Environment aspects of Health Education

Psychological aspects of Health Education.

Thus Sex and Relationships Education will be placed in a wider context.

Children in Year 6 will have a more intensive and detailed Sex and Relationships Education programme.

## 8. THE PLANNED CONTENT

### KEY STAGE 1

#### Sex and Relationships Education

Concepts all children should understand at 8 year old

- Growth and change in the body.
- Know that humans develop at different rates and that human babies have special needs.
- Labelling body parts.
- Including the reproductive system, (as required by the National Curriculum).
- Concepts of male and female, including the differences between the sexes.
- Emotions and feelings in close relationships. (positive and negative)
- Appreciate ways in which people learn to live and work together: listening discussing sharing
- Know about personal safety, e.g. know that individuals have rights over their own bodies and that there are difference between good and bad touches;
- Begin to develop simple skills and practices, which will help, maintain personal safety.

#### Family Life Education

- 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.

Check list of specific content, which will be covered at an appropriate level.

Care and caring

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Dealing with pressures  
Family life  
Friendships  
Gender roles  
Growing up  
Growing old  
Keeping Safe  
Love and loving  
Marriage  
Naming body parts  
Positive self-image  
Understanding how the body works.  
Similarities and Differences

## KEY STAGE 2

### Sex and Relationships Education

Concepts all children should understand at 11 years old.

- Sexual reproduction and basic child development.
- Understanding some of the skills necessary for parenting.
- Changes at puberty - physical, emotional and social.
- Different types of relationships.
- The wide range of feelings and emotions and the ways in which they are expressed.
- Also know that there are many different patterns of friendship.
- Be able to talk about friends with important adults.
- An understanding of stereo images and where they come from.

### Family life Education

- Understand what is meant by 'relationships' within families, between friends and in the community;
- Know how children develop from birth to 5+ and be aware that there are different patterns of child rearing;
- Understand the importance of good parenting;
- Know about the needs of the old, ill and disabled, and understand what happens with death.
- Know about helping agencies, which can support families and individuals in different circumstances.

Check list of specific content, which will be covered at an appropriate level.

Abuse

Body changes

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Care and caring  
Childbirth  
Death  
Dealing with pressures  
Decision-making  
Divorce  
Family Life  
Friendships  
Gender roles  
Growing up  
Growing old  
HIV/AIDS  
How babies are made  
Keeping safe  
Language of feelings  
Love and loving  
Marriage  
Masturbation  
Menstruation  
Positive self-image  
Pregnancy  
Relationships  
Reproduction  
Separation  
Sexual intercourse  
Similarities and difference  
Understanding feelings  
Understanding how the body works

## 9. DEALING WITH PUPIL QUESTIONS

### THE UNPLANNED CONTENT

Questions to an outside visitor such as the school nurse will be in writing.

Questions to a teacher will be allowed as they arise. Teacher will reflect carefully before answering. Answering will follow these guidelines:

Personal enquiries will not be allowed.

"I don't intend to embarrass you by asking questions about your personal life, so that should work both ways."

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Gaining time by clarifying the real meaning of the question.

"What do you mean by.....?"

"Can you tell me why you what to know ....."?"

Controversial Issues. (\*below)

"Some people think this and some would not agree. When you are older you will have to make up your own mind."

It is not planned to cover the following topics, but questions will be answered honestly and appropriately (without misinformation). Due consideration will be made of the age of the child and the content. Answers will probably contain the bare minimum. Depending on the context of the question and an answer may be delayed.

## KS1

- Childbirth
- Death
- Divorce
- HIV/AIDS
- How babies are made
- Pregnancy
- Relationships
- Separation
- Understanding feelings

## KS2

- Abortion
- Contraception (see specific reference below)
- Heterosexuality
- Homosexuality
- Lifestyles
- Venereal disease

The following topics are not planned for. To questions, which arise, it will be suggested that the child may wish to discuss the question at home.

If the nature of the questioning does not suggest a 'Child Protection Issue', the parents/carers may be contacted so that they can decide how to answer the questions.

## KS1

- Abortion
- Abuse
- Contraception
- Decision-making
- Heterosexuality

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Homosexuality  
Language of feelings  
Lifestyles  
Masturbation  
Menstruation  
Pornography  
Reproduction  
Sexual intercourse  
Venereal disease

KS2

Pornography

## 10. EQUAL OPPORTUNITIES

All pupils are entitled to a full and honest Sex and Relationships Education appropriate to their age and stage of maturity. Girls and boys should have an understanding of the changes that will affect them and each other. Parents/carers with particular religious, ethnic or social beliefs which run counter to this policy will have their wish to withdraw their pupils respected. Unless there is a wish received in writing all children will be treated the same though obviously teachers will be sensitive to the backgrounds of individual pupils. Pupils who begin puberty earlier than average will need special counselling and support either from home, the school or both.

A sanitary towel bin is provided for pupils who require the facility in a designated toilet.

Particular care will be taken to ensure that stereotypical images and views are not reinforced. Reference will be made that men and women can be both involved in all aspects of child and to their shared responsibilities.

## 11. SPECIFIC ISSUES

### CONTRACEPTIVE ADVICE

Contraceptive advice will not be given, as we believe that it is inappropriate in the Primary School. However questions raised by individual children about the use of contraceptives will be answered as follows:

"There are means in which adults can prevent pregnancy, these can include methods to form a barrier, such as a condom, to prevent sperm reaching an egg. In addition there are other methods to prevent pregnancy".

For some religions, preventing pregnancy is banned and again children should discuss these at home.

### CHILD SEX ABUSE PROCEDURES

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Teachers who are directly concerned about a child because of what the child has said or displays in terms of: peculiarly unusual behaviour, or physical marks, will report this to the Child Protection co-ordinator for recording.

Should a child make a disclosure to a member of staff this will be recorded by the Child Protection Coordinator who will inform the Head Teacher and Social Services in line with the Child Protection Policy. Social Services will then decide whether or not to proceed with any further enquiries.

## COMPLAINTS PROCEDURE

Any parent or carer who has a complaint should make their complaint in writing to the Head Teacher. The complaint will be investigated and the parent/carer will be invited to the school to discuss the complaint and the result of the findings. A letter stating the findings and any future action to be taken will be sent. Should the parents/carers not be satisfied with this they should write to the Governing Body (with a copy sent to the L.E.A)

## HEALTH VISITORS

The school nurse will be invited to the school to assist the teachers in the year 5 & 6 Sex and Relationships Education Programme. The nurse will be made fully aware of the permitted content of lessons in accordance with this policy. Questions to the school Nurse will be in writing.

## MEMBERS OF THE SCHOOL COMMUNITY INFECTED OR AFFECTED BY HIV.

No one will be discriminated against because they have HIV or live with someone who has HIV. All first aid procedures in school are careful enough to ensure that the transmission of HIV is not possible. Consequently there is no need to single sufferers out. Those who administer elementary first aid would be aware of the communal drinking fountains. Every effort would be made to ensure that a sufferer has relevant guidance, support and advice.

## DISSEMINATION OF THE POLICY

This policy will be included in the information given to parents/carers as they start school. It will be referred to annually as parents will be given an informal opportunity to come to school to view the materials used to discuss any issues prior to the Sex and Relationships Education Programme for Year 6 pupils.

## 12. PROCEDURES FOR POLICY MONITORING AND EVALUATION

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The Policy will be reviewed biannually, or earlier should be a change in the law or particular complaint from a parent/carer. At this time consideration will be made of the following:

A review of the legal requirements

A reappraisal of the aims

The effectiveness of the Long Term Plan.

A consideration of the effectiveness of the moral and value framework.

A review of the content

A review of the materials

## I. COORDINATOR'S JOB DESCRIPTION

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## II. RESOURCES

### 1. LIST OF RESOURCES

Health for life 1

Health for life 2

Knowing me, knowing you.

BBC Sex and Relationships Education

### 2. SCHEME OF WORK

The scheme, which will form the basis for work will be Health for life 1 and 2 published by Nelson.

Year 6 will also use extra material from the book.

Knowing me, knowing you: Strategies for Sex and Relationships Education in the Primary School by Pete Sanders and Liz Swindon.

Video material provided by the BBC will also be used.

## III. STANDARD LETTERS