

Thrussington C. of E. Primary School.

Sex and Relationships Education Policy

Rationale

In accordance with the Education Act of 1998 the Governors of Thrussington C. of E. Primary School has decided that Sex Education will be taught throughout Key Stage 1 and Key Stage 2.

Sex and Relationships Education will be taught to promote the spiritual, moral, cultural, emotional and physical development of pupils at the school, in order to prepare them for the opportunities, responsibilities and experiences of adult life.

Aims

1. To encourage and demonstrate the following values:
 - Respect for self
 - Respect for others
 - Responsibilities for their own actions
 - Responsibility for their family, friends and wider community.
2. To provide information, which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
3. To include the development of communication and social skills.
4. Encourage the exploration and clarification of values and attitudes.

Guidelines

- All children will have equal access to a balanced, relevant sex and relationships education programme appropriate to their needs.
- Parents will have the right to withdraw their child(ren) from any sex education that does not form part of Curriculum 2000.
- Staff will be given appropriate training to ensure pupil needs are met.
- Sex Education is introduced informally as early as the Foundation Stage as and when the topic arises and also through the curriculum e.g. between male and female dolls and the use of correct vocabulary.

Conclusion

This policy needs to be read in conjunction with the school's PSHE and Citizenship Policy, the Equal Opportunities and Racial Equality Policy, the Drugs Policy, the Healthy Lifestyles Policy and other relevant L.A. and DfE documentation.

Reviewed annually.

October, 2017

Appendix 1

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- The need for personal hygiene
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

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Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human cycle*
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families, same sex partnerships and three or more generations living together

Pupils will have considered:

- The diversity of lifestyles
- Others points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

Year 5 and 6 pupils will have the opportunity to be accompanied by parents, carers and guardians to watch Sex Education videos/D.V.D.'s during the Summer Term.

Appendix 2

1. Issues relating to contraception, homosexuality and HIV/Aids are not specifically included in the Sex Education programme but may be discussed in a manner suitable to the pupil's age and level of maturity and as a result of class work on related topic of as a result of direct questioning.
2. **All** staff must be sensitive if asked questions – be aware of the possibility that the child might be quite innocent – always reverse the question back to the child and share appropriate detail – a child might not be ready or mature enough.
3. Some gender related issues may be dealt with by a teacher of the appropriate sex or other qualified person visiting the school.
4. Parents are given the option to exclude children from watching the videos. D.V.D..
5. The points demarcated with an asterix are part of the Statutory Curriculum and constitute a pupil's entitlement.
6. The school policy is available on request from the school office.