

NINE ACRES COMMUNITY PRIMARY SCHOOL

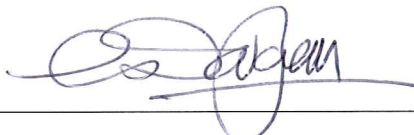
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Team Work Respect Aspiration Perseverance Caring Creativity Citizenship Courage Independence

'Striving for Excellence'

Sex Education Policy

Nine Acres Community Primary School

Approved By:	
Approval Date:	9th March 2017
Review Frequency:	Every Three Years
Next Review Due:	March 2020



Rationale

Sex and Relationships Education in school is to help and support pupils through their physical, emotional and moral development. They will learn to understand themselves, respect others and move with confidence from childhood through adolescence into adulthood. Sex and Relationships Education provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own physical and emotional well-being. It encourages the acquisition of knowledge, understanding, skills and attitudes which allow pupils to manage their own relationships within a healthy, responsible lifestyle. We believe that this is essential if young people are to make well informed decisions throughout their lives.

Links to the PSHE and Citizenship Framework

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting differences between people

Aims

We aim to offer a programme which recognises that the foundation of Sex and Relationships Education is the development of self-esteem and positive relationships with others and which meets the Health and Safety standard. We aim to promote the spiritual, moral, cultural, mental and physical development of our pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

Objectives

- To know that human beings develop at different rates
- To know that we are all different and of equal value
- To know that we have feelings which affect others
- To know that babies have specific needs
- To be able to name all of the parts of the human body
- To learn how to keep ourselves safe
- To appreciate the ways in which people learn to live and work together
- To know about the human life cycle
- To develop an awareness of all loving, caring 'family' relationships

Content of the Relationship Curriculum

The Sex and Relationships Education curriculum will provide information which is easy to understand and is relevant and appropriate to the age and maturity of the pupils. The curriculum will promote the exploration and clarification of values and attitudes. Sex and Relationships Education will be taught within topics which will be developed from year to year in increasing depth.

Guidelines

- Sex and Relationships Education is part of a whole-school approach which should be planned and progressive within the health education of each child throughout their primary years
- Acknowledgement should be made of the pupil's different starting points

- The work should be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies
- The views of the Parents, Governors and other stakeholders will always be taken into consideration

Healthy Lifestyles and Lesson Content Guidelines (linked to Christopher Winter Project)

We will work with pupils, enabling them to achieve healthy lifestyles and consider sensitive issues. Topics may be covered during Science, R.E, PSHE or during circle time.

In addition to the Sex and Relationships Education outlined below, the children will learn the National Curriculum science objectives relating to “Animals, including humans” and PSHE topics as outlined in the Hampshire PSHE Scheme of Work.

Year 1 SRE

- Know how to keep clean and look after oneself
- Know how people grow and change
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help

Year 2 SRE

- Talk about the ways boys and girls can be the same and different
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals
- Describe some differences between boys and girls
- Understand that making a new life needs a male and a female
- Describe the physical differences between males and females
- Name the male and female body parts

Year 3 SRE

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

Year 4 SRE

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Know that during puberty the body changes from a child into a young adult
- Understand why the body changes during puberty
- Identify some basic facts about pregnancy
- Know about the physical and emotional changes that happen in puberty
- Know that each person experiences puberty differently

Year 5 SRE

- Explain the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence
- Understand how puberty affects the body and the emotions

- Describe how to manage physical and emotional changes
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty

Year 6 SRE

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Explain how babies are made
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception

Who will teach Sex and Relationships Education?

In general, class teachers will teach the Sex and Relationships Education curriculum. Support and advice will be sought from the school nurse and other appropriate outside agencies. Visitors can make a positive contribution to SRE when working alongside the teacher. Their visit must always be a part of a planned programme with clear aims and objectives. Sex and Relationships Education will be generally taught in mixed class groups. Some lessons, particularly in Key Stage 2, will be covered within smaller single gender groups.

Planned Links with the wider community

There are a range of people in the community who may be able to support SRE e.g. nurses, health visitors, doctors, health related organisations, LA staff and youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the Headteacher.

Teachers are expected to be present during class sessions. Visitors will need to be made aware of:

- The values of our school
- That Nine Acres Primary School is committed to equal opportunity
- The SEND code of practice
- The school's policies for PSHE and SRE
- The boundaries within which they will work
- The need for sensitivity when responding to pupils' questions
- Any sensitive issues
- Child protection procedures
- Confidentiality issues
- The way behaviour is managed in the school
- The way pupils with special educational needs are supported in their learning
- Safeguarding and Child Protection policy including Prevent Duty

Meeting the specific needs of teaching staff

Staff will be supported in their teaching of Sex and Relationship Education by the Headteacher. Specific individual needs will be addressed by further training, either in-house or as INSET provided by the LA. Materials and resources will be identified and purchased by members of staff or the Headteacher as appropriate.

Working with parents

Under the Education Act 1993, pupils may be withdrawn by their parents from parts of the SRE programme that are outside the compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the class teacher to discuss the aspects of the programme causing concern. Parents will be consulted about the content of Sex and Relationships Education programmes to ensure that the programmes compliment and support their role as parents. Parents will be welcome to come into school any time to review or discuss resources and materials available to support the teaching and delivery of SRE.

Dealing with specific topics

We believe that all pupils should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. These guidelines are designed

to support teachers, assistants and parents to achieve this aim. We will work with pupils, enabling them to achieve healthy lifestyles and consider sensitive issues.

- Child Protection – Teachers will refer to the school policy and the child protection procedures and guidelines.
- Confidentiality – The limitations on confidentiality need to be made clear by teachers before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission.
- Lesbian and Gay issues – Individual questions from the children will be answered as thought appropriate to the age of that child. Teachers have a responsibility to educate all pupils about the diversity within society and should not promote one lifestyle above another.
- Female Genital Mutilation (FGM). Whilst FGM is not part of the planned SRE curriculum, should issues related to FGM arise, all teaching staff have undertaken awareness training to identify and assist girls at risk of FGM. Teachers with any concerns will refer to the school's Child Protection policy, procedures and guidelines.

Assessment, Review and Monitoring

As part of the curriculum, teaching staff will carry out informal assessments as part of the units of work taught against the learning outcomes. The programme of study will be reviewed by the Headteacher with teaching staff on a regular basis. Monitoring will be carried by class teachers and the Headteacher in line with the school's policy on monitoring.

This policy will be reviewed every three years.