

DOWNVIEW PRIMARY SCHOOL

POLICY FOR SEX AND RELATIONSHIPS EDUCATION

Introduction:

The Governors and Staff at Downview School believe that all pupils should be offered the opportunity to receive a comprehensive, well-planned programme of Sex and Relationships Education during their time at our school. This will be in fulfilment of the requirement of section 1 of the Education reform Act 1988 requiring the school curriculum should be one which:

1. *'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
2. *'prepares such pupils for the opportunities, responsibilities and experiences of adult life'*

The foundation of this policy comes from a basis of encouraging young people to have regard to moral considerations and the value of family life.

This policy has been written in collaboration with staff, parents and governors.

Our Framework for Sex and Relationships Education:

- The governors recognise that Sex and Relationships Education is a difficult issue which places ever increasing demands on schools and teachers and yet is an essential part of the child's preparation for adult life.
- The purpose of Sex and Relationships Education at our school is to provide knowledge about loving relationships, the nature of sexuality, the process of human reproduction and an understanding of the effects of growing up and the changes which result. It should guide pupils to a full understanding of themselves and others and help them to develop fulfilling relationships. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The work we undertake will be directly tailored to meet the needs not only of the age but also of the understanding of the pupils.
- The programme of work we will undertake will form part of our Personal, Social, Health and Citizenship Education (PSHCE) and will be planned to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour.
- They will be helped to understand the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others.

We recognise that the children in our school come from varied backgrounds and this will be treated with sensitivity and in a non-judgemental manner.

The role of parents/carers/:

Our school believes that the prime responsibility for bringing up children rests with their main carer. We therefore recognise that parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturation brings.

Therefore the teaching we shall offer will be complementary and supportive to the role of parents/carers and will have regard to their views about its content and presentation.

- Prior to the start of KS2 taught programme of work on Sex and Relationships Education, parents will be invited into school to view the materials which will be used and to ask any questions or discuss any points of concern.
- At that stage parents will also be informed of the arrangements to be adopted to give effect to their right to withdraw their children from all or part of any Sex and Relationships Education provided **other than those elements required by the National Curriculum Science Order.**

The Content of Sex and Relationships Education:

The Framework of Content:

When considering this issue in detail, the following points must be taken into consideration.

- Teaching staff must take care to match any Sex and Relationships Education provided to the maturity of the pupils involved, which may not always correspond to their chronological age.
- Sex and Relationships Education content should take into account their capacity to absorb sensitive information and of the extent to which it is essential for them to have such information at that point in their development.
- The pace of the lessons should be geared to the needs of the class or group as a whole, rather than the pupils who by their advanced questions give the impression of knowing much more than the rest.
- At the Primary Phase of the child's education, our aim is to prepare pupils for the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction.
- Pupils' questions should be answered sensitively: due consideration must be given to any particular religious or cultural factors bearing on the discussion of sexual issues, and to parents/carers wishes as to the degree of explicitness of the concepts and presentation to be used.
- There will be occasions when teachers and other professionals giving Sex and Relationship Education have to exercise their discretion and judgement about how to deal with a particular explicit issue raised by an individual pupil.
- Our teachers will always take the pastoral care and responsibilities of their pupils seriously.
- In general, where teachers are concerned as to the specific questions they are being asked, they should wherever possible encourage the child to seek the appropriate advice from parents or carers at home.

Programme of Taught Sex and Relationships Education:

This work will come under the programme of PSHCE the full content of which can be found in Appendix 1.

Our programme of Sex and Relationships Education aims to:

- Increase understanding
- Promote responsible attitudes towards oneself and others
- Enable informed choices to be made
- Provide an opportunity for discussion of concerns and anxieties
- Impart accurate information and knowledge.
- Prepare for the roles of caring and parenting.

The content of Sex and Relationships Education can be broadly classified as developing:

1. **knowledge and understanding of the biological, social and legal aspects of sexuality**
2. **personal and social skills**
3. **appropriate attitudes and values**

These elements have been defined into Key Stage Expectations and are listed in the Appendix 2.

Monitoring and Review of the Policy:

The monitoring of Sex and Relationships Education will be undertaken by the PSHCE coordinator as part of the whole school's overall schedule.

Appendix 1

Early Years (3-5 years)

Knowledge & Understanding	Skills	Attitudes & Values
<p>Pupils should:</p> <ul style="list-style-type: none"> ○ know the names of different parts of the body ○ understand that human beings have physical characteristics in common although individuals may differ in appearance ○ understand that there are limits to what all people can do eg most humans can walk, jump and sit but none can fly! ○ Understand that the body is constantly changing and that birth is the beginning of the life cycle and death is the end ○ Understand the importance of sleep and physical activities ○ Develop vocabulary to enable them to discuss experiences of touch, sound, smell, vision and taste; and express feelings about themselves and others 	<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Consider personal safety ○ Discuss feelings and emotions ○ Make decisions within the learning and home environment ○ Observe, associate, collaborate and interact with others according to their stage of development ○ Develop dressing, toileting, feeding and other self-help skills ○ Develop gross motor, fine motor, psycho motor control according to stage of development 	<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Develop their awareness of roles and relationships ○ Be thoughtful towards others and their surroundings ○ Value themselves and others ○ Develop empathy

Key Stage 1

Knowledge & Understanding	Skills	Attitudes & Values
<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Understand the difference between men and women and name the parts of the body ○ Know that people grow from babies to children to adults and develop at different rates and that adults can produce babies ○ Be able to describe roles within the family 	<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Decide what to do when things go wrong and when to seek help ○ Participate in decision making in the classroom ○ Co-operate with others in work and play ○ Consider personal safety, recognise potential dangers and practise ways of keeping safe ○ Discuss feelings and emotions 	<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Value their own contribution and that of others ○ Demonstrate an awareness of roles and relationships through structured play, including those which challenge stereotypes ○ Understand simple differences between their own feelings and behaviour and those of others, and recognise that their behaviour affects others ○ Show an awareness of human emotions, a sympathetic attitude towards others and discuss how best to deal with emotional responses ○ Take responsibility for their own safety

Key Stage 2

Knowledge & Understanding	Skills	Attitudes & Values
<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Know about the main stages of the human life cycle, reproduction and child development and recognise different parenting roles within a range of cultures ○ Know about the process of growth and reproduction ○ Know about and begin to understand the changes which take place in puberty ○ Understand the relationship between exercise, food, safety and growth and development ○ Know that bacteria and viruses can affect health ○ Understand the meaning of friendship and loyalty in order to develop the skills needed to form relationships ○ Explore roles and relationships in different groups and cultures, and question stereotypes ○ Understand that actions have consequences for oneself and others 	<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Make decisions about their own work and behaviour ○ Take responsibility for others in the class or elsewhere in the school ○ Talk confidently to adults about their thoughts and feelings ○ Develop strategies to resist adverse peer pressure ○ Relate the health information they are receiving to life beyond the classroom ○ Use basic safety procedures 	<p>Pupils should:</p> <ul style="list-style-type: none"> ○ Value their own contribution and that of others ○ Demonstrate self awareness and responsibility for their own learning and behaviour ○ Show empathy and sympathy for other people's points of view, emotions and feelings ○ Take responsibility for the safety of themselves and others ○ Respect individual differences in responding to peers