

Pucklechurch CE VC Primary School

Sex and Relationships Education Policy.

Rationale

Pucklechurch CEVC Primary School believes that sex and relationship education in the school will be developmental and a foundation for further work in secondary school.

Sex and relationship Education in this school will contribute to the requirement of the Department for Education & Science (as outlined in the Personal, Social, Health Education and Citizenship (PSHE&C) framework in Curriculum 2000), that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, emotional and physical development of children at the school and in society;
- Prepares children for the opportunities, responsibilities and experiences of adult life.
- Teaches about sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The school will work towards this aim in partnership with parents.

Aims

- To develop children's communication skills.
- To develop and maintain children's self-esteem.
- To prepare children for puberty.
- To provide children with access to correct information about their bodies and those of the opposite sex.
- To develop children's acceptable vocabulary for communication about their bodies.
- To build positive attitudes.
- To provide children with knowledge about the process of human reproduction and sexual health.
- To enable children to acquire skills and attitudes which prepare them to learn about loving and stable relationships.
- To provide the opportunity for children to understand and cope with personal safety.
- To help them to develop critical thinking as part of decision-making and exercise some basic techniques for resisting peer group pressure.

Guidelines

The governors of the school have decided that the school will offer a programme of sex and relationship education that is appropriate to the children's age and experience and one which will be presented within a moral, family-orientated framework.

Children's questions and statements will be unpredictable in their content and, in the school context, teachers will always endeavor to give straightforward, factual answers relevant to the situation and to the

age of the child.

Staff will be sensitive to the range of different family situations and groupings.

Parents are granted the right to withdraw children from all or part of sex and relationship education provided at school except for those parts included in the statutory National Curriculum 2000.

Content

Key Stage 1

- To maintain personal hygiene.
- To name the main external parts of the body.
- Rules for, and ways of keeping safe. People who can help to keep them safe.
- To recognise and deal with their feelings in a positive way.
- To recognise choices they can make that improve their health and well being.
- To recognise the difference between right and wrong.
- To recognise how their behaviour affects other people.
- To recognise that people and other living things have needs and that they have responsibilities to meet them.
- To identify the differences and similarities between people.
- That families and friends should care for each other.

Key Stage 2

- Developing friends and relationships and improving interpersonal skills.
- Feelings and coping with change, moods and emotions.
- Developing self-worth and self-esteem, expressing opinions and viewpoints, making decisions and being assertive including basic techniques for resisting pressure to do wrong.
- Keeping safe. Appreciating the risks in different situations and then deciding how to behave responsibly, including judging what kind of physical contact is acceptable or appropriate.
- Understanding how the body changes with puberty.
- Sexual intercourse, conception and birth.
- Knowing that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- Recognising influences on me such as the media and peer groups.
- Challenging stereotypes.
- To know where to get help and support.
- Considering responsibilities and responses to home, school, and the community. Parental responsibility.
- Respecting differences and similarities including cultural, ethnic and religious diversity. Respecting varying family structures.

Delivery

- Sex and Relationship education will be delivered through themes and topics as identified in the school's PSHE&C and Religious Education (RE) schemes of work, in the objectives within Curriculum 2000 and in the science Units in the school's science scheme of work.

- All topics will be introduced at the appropriate stage in a child's learning and personal development.
- Aspects of sex and relationship education will be delivered by the class teacher, PSHE Subject Manager and other invited visitors, for example school nurse, where appropriate.
- Wherever possible the curriculum will be delivered in a co-educational environment to encourage understanding of issues related to each gender by the other.
- The school will try to minimise any embarrassment or anxiety by ensuring that questions can be raised comfortably by pupils and dealt sensitively with by staff.
- Pupils and parents will be made aware that teachers cannot offer unconditional confidentiality. Pupils will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate.
- Governors have a responsibility to have seen and approved material used in the Sex and Relationships Education (SRE) curriculum, and parents have a right to view this on request.

Conclusion

This school believes that a carefully formulated programme for sex and relationship education is crucial if we are to prepare children to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. The school will aim to promote an atmosphere that allows questioning where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for others.

Our approach in this school recognises the importance of a consideration of the qualities of relationships in family life and of values, standards and the exercise of personal responsibilities as they affect individuals and the community at large.

This policy should be read in conjunction with the school's policies on Personal, Social and Health Education & Citizenship, Science, Special Needs, Equal Opportunities and Anti Bullying.

***Reviewed October 2003
Ann Smith, P.S.H.E & Citizenship manager.***