



# **RELATIONSHIPS AND SEX EDUCATION POLICY**

**MARCH 2018**

**APPROVED BY:**

**Name:** Mr Les Hall

**Position:** Chair of Governors

**Signed:**

**Date:**

**Review Date:** March 2019



### ***Policy Statement***

This policy is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching (DfEE Guidance 0116/2000).

### ***Aims and Objectives***

Sex and Relationships Education within our school aims to provide opportunities to equip our children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own health and well being. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

### ***Attitudes and Values***

- To learn about the values of family life and stable relationships and an appreciation of the many different types of family
- To learn the value of respect, love and care.
- To explore, consider and understand moral dilemmas.
- To learn to value and respect ourselves and others
- To develop an understanding and valuing of diversity
- To promote a positive attitude to healthy lifestyle and keeping safe

### ***Knowledge and Understanding***

- To recognise and name the main external parts of the body including agreed names for sexual parts
- To know the basic rules for keeping themselves safe and healthy
- To know about human life processes such as conception, birth and puberty
- To develop an understanding of the physical and emotional aspects of puberty
- To know who can provide help and support

### ***Personal and Social Skills***

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice

### ***Delivery***

Sex and Relationships Education will be taught in a variety of ways, including:-

- Through topics.
- Through planned aspects of science, religious and moral education, PSHE and the behaviour curriculum, delivered by an outside expert (Donna Moore-nurse)



- Through pastoral time.
- Addressed occasionally in assembly time.
- A more formal approach is taken with the older children when talking about growing & changing and reproduction/ life cycles
- Through the use of story time, circle time, philosophy for children.
- A copy of the Learning Intentions is attached to the end of this policy

### ***How SRE will be Assessed, Monitored, Evaluated and Reviewed***

Using the following methods

- Questionnaires
- Discussion
- Teacher assessments
- Students' self assessment
- Staff assessment
- Evaluations will be used by the Subject Leader to inform future planning
- Book Scrutiny
- Planning scrutiny

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

### ***Working in Partnership***

Under the Education Act, pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of Sex and Relationships Education contained in the Science National Curriculum. Parents of the new intake will have the opportunity to discuss the Sex and Relationship Education Policy at the annual induction meeting in June. Parents whose children join the school during the year will be invited to read the school Sex and Relationships Education Policy. Any parents expressing concerns will be invited into school for discussions with the head teacher and teacher responsible for delivering the programme, to view materials and resources. Parents of children in Years 5 and 6 will be informed in advance of any lessons relating to puberty and will be invited to view the materials before they are shown. Should they still decide to exercise this right, school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE.

### ***Monitoring and Evaluation***

A review of the Sex and Relationships Policy will take place every two years or when there is new legislation.

### ***Safeguarding***

The school has a designated teacher (Zena Lines) as well as other trained members of staff to deal with Child Protection issues ( Michelle Banks, Melissa McParland & Anne Stewart) and Governor (Anne Stewart) who work in partnership regarding safeguarding issues. The school follows the guidance offered by the Local Cumbria Safeguarding Board (LCSB). See separate Safeguarding Policy.

### ***Equality***



The Sex and Relationships Education Policy will be taught in accordance with the school's Equality Statement.

*Other related policy documents*

- Confidentiality policy
- PSHE Policy
- Safeguarding Children Policy (including e-safety)
- Drug Education Policy
- Inclusion Policy
- Anti-bullying Policy
- Staff Performance Management Policy (Staff will be encouraged to participate in additional RSE/PSHE training to ensure that delivery of RSE is up to date, relevant and timely).

## Sex & Relationships Scheme of Work

	Learning Intentions Year 3 & Year 4	Learning Intentions Year 5 & Year 6
Lesson 1 Growing & Changing	<ul style="list-style-type: none"> <li>• To recognise that change is a part of growing up</li> <li>• To appreciate that there are a number of very important organs in the human body some of which change as we grow into adults</li> <li>• To identify the differences between males and females, name male and female body parts using agreed words</li> <li>• To identify some basic facts about growing and changing and introduce the word puberty</li> <li>• To understand changes in our feelings and emotions as we grow up</li> <li>• To understand the need for personal hygiene and will be able to recognise what they need to do to keep clean</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the physical and emotional changes that take place at puberty</li> <li>• To understand why they happen and how to manage them</li> <li>• To explore attitudes and feelings about growing up</li> <li>• To understand the basis of the menstrual cycle and why it occurs</li> <li>• To understand sperm production and why it occurs</li> <li>• To understand and describe male and female reproductive organs</li> <li>• To fully understand the need to stay clean particularly during puberty</li> </ul>
Lesson 2 Reproduction/ Life Cycles	<ul style="list-style-type: none"> <li>• Reflect on life cycles and what happens when a life cycle ends or is broken</li> <li>• To look at different life cycles in living things and where they come from</li> <li>• To think about what reproduction is necessary in all species</li> <li>• To understand some of the processes of reproduction and how we are made</li> <li>• To identify some basic facts about pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• To name the male and female internal and external sexual reproductive parts</li> <li>• To make clear the link between changes at puberty, sexual intercourse and the start of a baby</li> <li>• To know and understand the process of reproduction and how this is part of a loving relationship</li> <li>• Describe conception in basic terms</li> <li>• To know and understand how babies are born</li> </ul>