



# **Sex and Relationships Education Policy**

**REVIEWED AUTUMN 2016**

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**'Green Lane - A Big School with a Big Heart'**

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## **Policy on Sex and Relationship Education (SRE)**

### **Governors' Statement on Sex and Relationship Education.**

Sex and Relationship Education is an integral part of our Personal Social Health and Economic Education (PSHE) programme, an area which is considered important throughout our school.

We believe that Sex and Relationship Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort will continue to be made to inform and involve parents.

Children should have a graduated age appropriate programme of Sex and Relationship Education and be encouraged to be comfortable talking about their bodies from a young age.

The school's programme of Sex and Relationship Education will be embedded within the school's PSHE and Science curriculum and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science.

### **Definition**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care and sexual health. It is a process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

### **Rationale**

At Green Lane Primary Academy we believe that Personal Social Health and Economic Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Sex and Relationship Education is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

### **Aims**

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary. This is especially important to ensure children are able to ensure their own safety.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.

- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the Academy's policy on equal opportunities.

## **Provision**

Sex and Relationship teaching will be delivered via three main areas of the curriculum.

1. Through the Science curriculum where they are required to learn:

### Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities between themselves and others and treat others with sensitivity

### Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
  - The main stages of the human life cycle
2. Through the PSHE Curriculum and its' associated resources – SEAL and particularly the 'Lucinda and Godfrey' scheme of work which is taught from Foundation Stage through to Year 5.
  3. Through a specific programme of work in Year 6, in conjunction with the School Nurse, using the 'SENSE' scheme of work.
    - As with other PSHE units Sex Education will develop in response to key questions.
    - Sex education at the school will be developmental and age appropriate.
    - Pupils will be taught about the nature of the human body and how it grows and changes.
    - Sex education will be taught within the context of relationships and family life.

## **General Principles**

Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff within the framework of this policy.

Discussion will be encouraged at all times

Ground rules for discussion excluding personal questioning of staff or pupils will be established

Questions will be dealt with in a sensitive, open, frank and matter of fact way.

Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

## **Assessment, Reporting and Recording**

Note will be taken of individual responses to SRE and included in assessment of progress provided by the termly summative assessments.

## **Equal opportunities**

Pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their children from some or all of the curriculum after discussion with the head teacher and if the school is notified in writing. However, parents do not have the right to withdraw from any of the Science Curriculum or from those elements of the PSHE Curriculum which are not Sex and Relationships education.

## **Child Protection**

All staff have an awareness, through regular training, of child protection procedures which are updated at regular intervals.

## **Staff Support and Development**

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

## **Monitoring and Evaluation**

The PSHE Curriculum Leader will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

This policy will be reviewed periodically in line with the Governors Annual Work Programme.