



ST. NICHOLAS CHURCH OF ENGLAND (CONTROLLED) PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY 2013-2016

The Governors and staff believe that sex education is an essential and integral part of a balanced and broadly based curriculum and should be taught as an on going theme throughout the Primary School years.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. Through SRE they:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Are able to protect themselves and ask for help and support
- Are prepared for puberty

All of this takes place within a climate of learning that is respectful, non-judgemental and mindful of the Christian ethos of the school

Key Stage 1

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences 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
- about the main stages of the human life cycle

Sex Education at St Nicholas Church of England Primary School is taught formally to Year 5 & Year 6 pupils and is seen as part of the school health education policy.

If parents wish to withdraw their children written notification must be sent to school. For the children who are withdrawn it will be arranged for them to work in a parallel class. The School offers a standard pack of information for parents who withdraw their children from Sex and Relationship Education. This is available from the Office

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Equal opportunities

This policy is written with the inclusion of all children in mind. Its content will be differentiated to accommodate all levels of ability.

We will respect the beliefs of parents who wish to withdraw their child from the SRE programme

Parents cannot however withdraw their children from aspects of SRE which are part of the National Curriculum. We will engage in positive dialogue with a view to illustrating to parents the relevance and importance of such a programme to their child.

Additional Educational Needs

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons will be planned to allow their perceptions to be articulated, with all contributions being valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupil.

Where a child's IEPs target relates to their social development (in the area of relationships), the teacher will ensure that opportunities are planned to support the pupil's achievement.

Resources

Resources are located in the staff study room. Resources are available for all staff to use within the lessons. Finances will be set aside within the Curriculum for the further provision of Sex and Relationship Education resources to ensure the best possible quality of teaching and learning.

REVIEWED April 2013

Appendix 1

Learning outcomes

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- To recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

Appendix 2.

Learning outcomes

By the end of Key Stage 2 pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human life cycle*
- That safe routines can stop the spread of diseases and viruses including HIV
- About the physical changes that take place at puberty, why they happen and how they manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- Learn about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including parents and carers
- Why being different may provoke bullying and why it is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and community
- The need for trust and love in established relationships.

* Science programme of study (Statutory)

