

BRIDGE AND PATRIBOURNE PRIMARY SCHOOL
POLICY FOR RELATIONSHIP AND SEX EDUCATION

Responsible Person: to be decided

Policy Review: Summer 2016

To be reviewed annually

How the Policy Developed:

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. Bridge & Patribourne C.E.P. School has had, over a long period of time, a commitment to a holistic approach to the teaching of the children in its care. This has involved including Relationship and Sex Education in its curriculum as part of a Whole School Framework of Personal, Social and Health Education.

Rationale

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. It is an essential and integral part of a “balanced and broadly based curriculum”, helping young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We believe that effective education is a partnership between parents and school and aim to work closely with parents to provide relationship and sex education as part of our school’s health education work.

We believe that pupils have the right to have their questions answered honestly, but when doing so, staff will also consider parents’ opinions, and ethnic/religious views. We also believe that pupils have the right to the highest quality of education and to provide this, the school will ensure that staff are regularly updated, that training is available and that close contact is maintained with local health promotion agencies, the school medical service and specialist agencies.

Parents of children in Years 5 and 6 will be notified in advance, and in writing, when specific relationship and sex education lessons are to occur (Appendix 2). They will be given the opportunity to watch any video material used prior to their children watching it and will be invited to discuss with the teacher any query they might have as to the style and content of what is being taught.

We believe that there are strong links with our existing R.E. policy and programme and that relationship and sex education should be presented in a moral framework within the context of family life, of loving relationships and of respect for others.

Breadth of Content in the Primary Curriculum

It is recommended that all primary schools should have a relationship and sex education programme tailored to the age and the physical and emotional maturity of the children. Relationship and sex education is concerned with learning about physical, moral and emotional development. This is a lifelong process which can be broken into three main elements;

1. attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

3. knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human reproduction

Implementation

Ensuring a progressive coverage of these elements requires a graduated, age-appropriate programme.

Our relationship and sex education programme will cover a broad range of topics and will be matched to the maturity of the pupils involved. It will take account both of the pupils' 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.

Teaching methods will take account of the developmental differences of children and will allow for discussion on a one- to-one basis or in small groups when a whole-class approach is not considered appropriate.

The relationship and sex education programme will focus on feelings and relationships as well as the functioning and care of their bodies in the following ways;

1. Teach children about their bodies.
2. Teach them to respect their own and other people's bodies and feelings.
3. Seek to increase their personal relationship skills, and to build positive self esteem.
4. Teach the children the importance of open and honest relationships and about the values and responsibilities of family life.
5. In Year 5 to teach the children about puberty
6. In Year 6 to teach the children about puberty, human reproduction and birth

The programme will be closely linked to the National Curriculum for Science, Citizenship and PSHE also the Agreed Kent Religious Education Scheme, and the SMSC policy in the following ways;

National Curriculum Science

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 similarities and differences between themselves and others
- to treat others with respect and 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

PSHE and Citizenship framework at Key Stages 1 and 2

- to develop confidence in talking, listening and thinking about feelings and relationships;
- to be able to name parts of the body and describe how their bodies work;
- to protect themselves and ask for help and support
- to prepare for puberty

Kent Agreed Scheme for Religious Education

- to be aware of own feelings
- to be able to recognise and describe special times, possessions, experiences and relationships
- to explain own views on issues, be aware that the views of others may differ

SMSC policy

- to value relationships as fundamental to the development of ourselves and others, and to the good of the community
- to value families as sources of love and support for all their members, and as the basis of society in which people care for others
- to reflect on and question their beliefs, values, emotions, feelings and interpretations
- to appreciate difference and diversity

Equal Access and Outcome

All pupils will have equal access to the full range of experiences outlined above no matter what their ability. Materials used will reflect the age, gender and ability of the group. However, the School notes Section 241 of the Education Act which gives parents the right to withdraw their children from any or all parts of the programme of Sex Education, except for those elements which are required by the National Curriculum Science Order.

Staff Roles and Responsibilities

Senior Management will:

1. evaluate the working of this policy during the year
2. provide staff with opportunities for discussion and INSET as required
3. inform the Governing Body in the practice and progress of relationship and sex education

Class Teachers and Teaching Assistants will:

1. ensure that opportunities for relationship and sex education take place when appropriate, and plan accordingly
2. inform Senior Management of the practice and progress of relationship and sex education

Reporting/Evaluating

To remain a live and meaningful policy and service the interests of our pupils, this policy will require annual review and sensitive modification as necessary.

The Planned Sequence for Teaching Sex and Relationship Education

Ages 4-5 N.C. Yrs R and 1

People in my life. What they do for me and what I do for them.

My moods – feeling happy, sad, etc.

Friendships.

Loss and mourning – eg, a person, a pet.

Keeping safe – danger I might come up against. Saying No.

My body and other people's bodies – similarities and differences.

The beginning of life – me, animals, plants.

Growth in people, animals and plants.

Ageing – how we know things are alive, dead, young, old.

Ages 6-7 N.C. Yrs 2/3

Changes as we grow.

Different types of families.

Feelings in families (eg love, jealousy),

What helps people to get on with each other (eg. Listening/sharing).

What makes me happy.

What I like or don't like about other people.

What they like or don't like about me.

Keeping safe.

Caring for myself – hygiene, sleep, exercise.

People who help me to care for myself.

Inside my body – the functions of different parts.

Ages 8-9 N.C. Yr 4

Feelings – things which make me happy, sad, embarrassed, scared etc.

Difficult situations – eg teasing, bullying.

Changes in my own body and in those of others.

How babies begin and are born – how they grow.(eg comparing mammal young with young produced from eggs)

Family trees.

Keeping healthy – exercise, diet, the immune system, etc.

Friendship – who our friends are, how we make and lose friends.

Making decisions – influences on me.

Keeping safe.

Varied lifestyles in the class and community – differences in others and how we feel about differences.

Ages 9-10 N.C. Yr 5

Varied life styles – similarities and differences (eg. Different backgrounds-religions, one parent families etc.)

Getting on with others: Assertiveness, bullying, acceptance of others, forgiveness.

Celebrations of birth, naming, marriage and death in different cultures.

Body changes in me and others – what is happening and why (puberty) – Term 6 of year 5

Me and my feelings – touching, (positive and negative), I can say No.

Making decisions.

Ages 10-11 N.C. Yr 6

How babies conceived, grow and are born (through video programmes). Term 2 year 6

Growing up and changing: sexual development, reproduction, personal hygiene – (video).
Term 2 Year 6

The role of love and commitment in the family.

Making choices, taking risks – being responsible (smoking, drugs, alcohol, immunisations).

Me and others – individually and peer group pressure.

Messages about health and sexuality from T.V. films, newspapers etc

Letter to year 6 parents

Dear Parents,

During the week beginning ____ July, Year 6 will focus on Relationships and Keeping Healthy as part of their transition work towards secondary school. Some of the curriculum covered during the lessons deals with Sex Education.

Information on how these lessons are delivered and the materials used is explained below. The usual format of the sessions is that children watch video clips together as a whole year group and then split into gender groups for discussion and questions arising from the information. Miss Allison will work with the girls and Mr Harper with the boys. Children are able to ask questions anonymously through a question box or directly if they are confident to do so. As adults, we are clear with the children that we will only answer questions related to the information covered in the programmes and are consistent in the vocabulary used.

This year, we are using material from the BBC Bitesize website

<http://www.bbc.co.uk/education/topics/z3xxsbk>

This will mean that parents are able to view the video clips beforehand if they wish to do so, and also that children can view the clips again at home to reinforce or clarify their understanding if necessary.

The clips we will be viewing with the children are;

- Growing pains
- Having words
- Oh no! B.O.!
- Oh no! It's here!
- Spot of bother
- Support from friends against bullies

Parents have the right to ask for their child to be removed from all or some of the lessons. Children not attending the sessions join Reception classes as helpers, this is done discretely with no fuss made.

If you would like further information, please contact the year 6 class teachers.

Miss Allison and Mr Harper

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Please sign and return this slip to your child's class teacher
Year 6 Relationships and Keeping Healthy Lessons

I do / do not give permission for my child _____
to take part in the lessons covering Sex Education.

Signed _____ Date _____

Letter to Year 5 parents

Dear Parents,

During the week beginning ___ July, Year 5 will focus on Keeping Healthy as part of their Science curriculum. Some of the curriculum covered during the lessons deals with the changes experienced during puberty..

Information on how these lessons are delivered and the materials used is explained below. The usual format of the sessions is that children watch video clips together as a whole year group and then split into gender groups for discussion and questions arising from the information. Mrs Byrne and Mrs Murrell will work with the girls and Mr Murrell with the boys. Children are able to ask questions anonymously through a question box or directly if they are confident to do so. As adults, we are clear with the children that we will only answer questions related to the information covered in the programmes and are consistent in the vocabulary used.

This year, we are using material from the BBC Bitesize website
(<http://www.bbc.co.uk/education/topics/z3xxsbk>)

This will mean that parents are able to view the video clips beforehand if they wish to do so, and also that children can view the clips again at home to reinforce or clarify their understanding if necessary.

The clips we will be viewing with the children are;

- Growing pains
- Having words
- Oh no! B.O.!
- Oh no! It's here!

Parents have the right to ask for their child to be removed from all or some of the lessons. Children not attending the sessions join Reception classes as helpers, this is done discretely with no fuss made.

If you would like further information, please contact the year 5 class teachers.

Mrs Murrell and Mr Murrell

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Please sign and return this slip to your child's class teacher
Year 5 Keeping Healthy Lessons

I do / do not give permission for my child _____
to take part in the lessons covering puberty.

Signed _____ Date _____

