

West Cornforth Primary School



Sex and Relationship Education Policy

Reviewed April 2016
Ratified May 2016

AIMS

- 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 be able to protect themselves and ask for help and support
- To be prepared for puberty

OBJECTIVES

- To generate an atmosphere where questions relating to sex and relationships can be asked and answered sensitively, where trust and confidentiality are ensured
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making
- To enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- To enable pupils to develop the ability to form positive, non-exploitative relationships
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- To enable pupils to understand the changes during puberty
- To emphasise the role and value of family life
- To enable pupils to know where to go for help and support
- To enable pupils to differentiate between appropriate/inappropriate behaviour in relationships

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others

Mrs Hodgson is the designated teacher with responsibility for coordinating sex and relationship education.

RATIONALE

A caring and developmental SRE programme needs to be more than just biology. Young people need reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting an SRE programme, pupils should have opportunity to express themselves within a trusted environment. They can articulate their thoughts, doubts, anxieties in order that they can build the

skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel good about themselves, they are more likely to take care of themselves, think positively of other people, and, therefore, develop caring relationships.

BY THE END OF KEY STAGE ONE –

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- 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
- The names of the main external parts of the body including agreed names for sexual parts
- 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

BY THE END OF KEY STAGE TWO

Pupils will be able to:

- Express opinions, for example, about relationships and bullying including LGTB 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 viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all 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
- 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 their parents' or carers
- Why being different can provoke bullying and why this 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 in the community
- The need for trust and love in established relationships

Adults other than teachers are enlisted to support and assist teachers with the delivery of lessons e.g. support assistants and the school nurse.

Parents have the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science order. Parents should discuss this option with the Head teacher in order that alternative arrangements can be made.