

BEDENHAM PRIMARY SCHOOL

Sex and relationships Education Policy



Rationale

We at Bedenham, recognize that as children grow and develop into adults they need to understand how and why their bodies and emotions undergo change, and need to develop an empathy with and tolerance for their peers. Helping children to develop a positive sense of self, will involve discussion about decision making, assertiveness and, in turn, respect for others. SRE is best delivered when it wider PSHE curriculum where children are taught about relationships, responsibilities and experiences of life already going on in the classroom.

Summary of Statutory Obligations

According to the National Curriculum, primary schools must provide and keep up to date a written statement of their policy on SRE and make it available to pupils and parents. It also states that parents can choose to withdraw their children from all or part of sex education, though some aspects of SRE are taught within the Science curriculum and are statutory.

Objectives of this policy

Sex and Relationship Education should cover biological facts and information, and help young people develop attitudes and insights in relation to sexual matters, exploring feelings about love, sexuality and responsibility towards themselves and others. Therefore the aims of this policy are:

- To make steps towards reducing the high rate of teenage pregnancies in Gosport (the highest in Hampshire and higher than the National Average)
- To provide SRE within a moral context.
- To respect the values and beliefs of groups within the community.
- To ensure that the programme is delivered by staff who are sensitive to the concerns and needs of pupils and their families.
- To teach the programme in a way that does not involve pupils answering personal questions or revealing private or family situations.
- To make certain that pupils understand they are being trusted to use information gained in lessons in a responsible way.
- To recognize children's different backgrounds and varying levels of physical and emotional maturity.
- To ensure that parents are aware that they have the right to withdraw their children from all or part of any SRE other than that in the Science National Curriculum, for example in KS1 children learn about external body parts. In KS2 the main stages of human life cycle including reproduction.

Provision of Policy and Recommendations

1. Implementation

The programme for teaching SRE needs to take the following issues into consideration:

- The importance of a supportive environment when covering sensitive issues.
- Parental involvement.
- An awareness of how to protect themselves from unwanted or inappropriate behavior from others.
- Supporting the specific needs of boys and girls.
- The appropriateness of and quality of learning resources.
- Providing learning opportunities which allow pupil participation, consideration of attitudes, behaviour and acquisition of skills (eg. Critical thinking, decision making, communication, assertiveness) as well as knowledge.
- The need to explore the influence of media advertising and peer groups.
- The importance of building young people's self esteem and responsibility towards themselves and others.
- The need to challenge stereotyping and inappropriate comments and behaviour.
- Inclusion of children from all ethnic groups and those with specific educational needs.

2. Implications on the curriculum

Vocabulary- Correct names for body parts and relationships will be used from Year R so that all children avoid misconceptions. Children should be clear about the language they use in different situations eg, female, male, penis.

Sensitive Issues- All questions will be answered honestly and sensitively. Any factual errors or myths will be dispelled straight away.

We have sensitive – adequate arrangements to help girls cope with menstruation and the need for sanitary protection

- When appropriate boys and girls are taught separately to ensure they feel comfortable about the material being taught.

The Curriculum

All year groups will cover 11 themes which provide the basis of an effective and comprehensive SRE programme and are part of the wider PSHE Curriculum which also uses SEAL materials.

- Male and Female body parts, reproduction and birth. (Y6 – Contraception, Reproduction, Pregnancy and birth)
- Growing and changing (Puberty and menstration beginning inY4)
- Similarities and differences
- Feelings, relationships & values
- Keeping Safe, self respect
- Keeping yourself clean and healthy
- Someone to talk to
- Friendship and self esteem
- Families of all kinds
- Choices and consequences
- Gender stereotypes
- Attitudes and values
- Personal and social skills
- Knowledge and understanding

See appendix II for specific Key Stage /Year group Learning Intentions

Parents – Signpost to FPA information. SRT complements and supports role of parents.

Confidentiality - Teachers need to be aware that effective SRE, which brings and understanding of what is – is not acceptable in a relationship can lead to a disclosure of child protection issue(see confidentiality policy)

Bedenham Primary School uses Christopher Winter Project, Nisha and Joe booklet. DVD's will be shown to support areas of work to be covered in some year groups (from FPA), living and growing (channel 4 learning).

Conclusion

It is vitally important that, in order for children to develop a healthy understanding of themselves and others in the context of SRE, parents are involved in viewing the materials used in our school and discuss any concerns with staff. Therefore, they will receive a letter, inviting them to a workshop in school, where they will receive information and advice to continue supporting their children with SRE at home. We recognize that new teachers will need training and support, perhaps by team teaching and will be guided by a more experienced teacher when necessary. It is also recognized that, in Y6 particularly, it is important to have a male member of staff who is willing to answer SRE related questions and participate in the lesson. Questions boxes in every session and how to catch up if lessons are missed.

Monitoring and Review

The school SRE policy will be monitored and reviewed every two years by the Senior Leadership Team, in consultation with the PSHE coordinator and staff. A report will be made to the Board of Governors. If necessary, the policy will be revised.

First Approved by governors: 18.05.10 13.1

Reviewed at the Full Governing Body Meeting on: 8th Dec 2014

Minute Reference: 13

To be reviewed: Dec 2016



Head of School:

Appendix I

CW proj in conjunction with living and growing DVD's

- | | |
|--|---|
| Y1 - Growing and caring for ourselves, | Keeping clean <ul style="list-style-type: none">▪ Families and care▪ Growing and changing |
| Y2 – Differences | Boys – girls <ul style="list-style-type: none">• Male – female• Naming body parts |
| Y3 – Valuing difference | Keeping safe <ul style="list-style-type: none">• Difference - male, female• Personal space• Family differences |
| Y4 – Growing up | Growing – changing body changes <ul style="list-style-type: none">• Reproduction of humans (adoption, fostering)• Puberty• Menstruation |
| Y5 – Puberty | Talking about <ul style="list-style-type: none">• Male – female changes• Puberty and hygiene |
| Y6 –Puberty and reproduction | puberty and reproduction <ul style="list-style-type: none">• Relationships and reproduction• Conception and pregnancy |
| YR – Animal families | Mother, father, baby <ul style="list-style-type: none">• Who lives behind this door?• Photos of their families |

Appendix II

Key Stage 1 Learning Intentions

Male and Female body parts, reproduction and birth. (KS1 does not cover birth).

- Children should be able to recognize and name the main external body parts of humans
- Recognize the differences between male and female humans.
- Know that humans grow and reproduce. That they produce offspring which grow into adults.
- They understand that babies, including animal babies have a mother and a father (female & male).

Growing and changing

- Children know that they have grown and changed since they were babies.
- They learn that they will carry on growing and changing as they become adults.
- Know what babies need from their parents or carers.
- Understand that animals, including humans grow and reproduce.

Similarities and differences

- Know that there are similarities and differences between humans which should be repeated.
- Know how to treat others who are different to themselves with respect.

Feelings

- Children should be able to recognize, name and deal with feelings.
- Be able to share their feelings with others.
- Be able to feel positive about themselves.

Keeping Safe

- Be able to recognize safe and unsafe situations.
- Know the rules for keeping safe.
- Know what to do when they feel in danger.

Keeping clean and healthy

- Know the basic rules for keeping themselves safe and healthy.
- Be able to recognize the importance of good hygiene.

Someone to talk to

- Know who they can talk to if there is a problem.
- Be able to talk about what is happening to them with confidence.

Friends

- Know how to be a good friend.
- Know how to make friends.
- Be able to cope when friendships break down.
- Know ways to deal with bullying.

Families of all kinds

- Know how families care for us.
- Know ways to cope with changes such as a new baby, loss and bereavement.

Choices and consequences

- Understand that their behaviour has consequences and that they can make choices.
- Know that their feelings and actions have an impact on others.

Gender stereotypes

- Children should be able to reflect on the differences between boys and girls and think about whether girls and boys have to conform to gender stereotypes.

Key Stage 2 Learning Intentions

Male and Female body parts, reproduction and birth.

(Y6 – Contraception, Reproduction, Pregnancy and birth)

- Know the external body parts of the reproductive system in males and females and describe their functions.
- Know the appropriate terminology for use in different contexts.
- Know that life processes common to humans includes growth and reproduction.
- Know the main stages of the human life cycle.

Growing and changing (Puberty beginning inY4)

- Children should have an understanding of puberty, reproduction and birth
- Know about contraception
- Know that life processes common to humans includes growth and reproduction.
- Know the main stages of the human life cycle.

Similarities and differences

- Children should be able to recognise similarities and differences.
- Be able to respect others and their viewpoints.
- Be able to challenge stereotypes and consider the diversity of lifestyles in our society.
- Consider why being different can provoke bullying and why this is unacceptable
- Be able to see things from other people's point of view.

Feelings

- Children should be able to recognise changing emotions.
- Develop confidence in dealing with new people and situations
- Feel positive about themselves
- Be able to deal with stressful situations
- Consider how their feelings and actions affect others.

Keeping Safe

- Children should be able to recognise risks, including peer pressure.
- Be able to develop a range of strategies to keep themselves safe.

Keeping clean and healthy

- Know about the importance of personal hygiene, especially at puberty.
- Know routines to stop the spread of infections (including HIV & STI's).

Someone to talk to

- Know who they can talk to if there is a problem.
- Feel confident to talk about problems.
- Be a good listener.

Friends

- Know how to be a good friend by listening.
- Know how to support friends.
- Know some ways to manage friendship problems.
- Know some ways to deal with conflict and bullying.

Families of all kinds

- Be able to understand that there a wide range of family situations, including marriage.
- Know why babies need families to love and care for them.
- Know about divorce and separation, loss and bereavement.

Choices and consequences

- Understand that their behaviour has consequences for themselves and others.
- Make good decisions and resist negative influences from peers and media.

Gender stereotypes

- Children should be able to challenge gender and sexual stereotypes