

Valley Road School Sex and Relationship Education Policy

Definition

Sex and Relationship Education is defined as a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Principles

The 1988 Education Reform Act states that schools should provide a curriculum which promotes

‘the spiritual, moral, cultural, mental and physical development of pupils ... and of society and prepares such pupils for the opportunities, responsibilities and experiences of adult life’.

Sex education is an integral part of the growth and development of pupils and cannot be neglected if the school is to fulfil its statutory obligation.

We view the partnership of home and school as vital in providing the context for the life-long process of religious formation. Positive sex education begins within the family and we cannot overstate the importance of parental involvement.

We value the advice offered by DfES. Circular 5/94 on Sex Education in schools (7) which asks schools to:

‘recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that sexual maturity brings’

Aims

Education in sexuality is more than a body of knowledge. It is not just about biology and how the reproductive system works, but about relationships, feelings and behaviour, i.e. making choices. Because of this we aim to:

- engender growth in self respect and self worth.
- have an awareness of where pupils are, in their own knowledge and understanding so that their concerns can be identified.
- explore the meaning and value of life, and give some appreciation of the values of family life.
- enable pupils to have an understanding that love is central to and the basis of meaningful relationships.
- enable pupils to have an understanding of themselves, their own bodies, and their emotional development as they grow and change.
- encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.

Our aims therefore need to support the personal, moral and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility free from any abuse.

Management of Teaching & Learning

Foundation and Key Stage 1 teachers will endeavour to help children:

- understand the importance of valuing themselves and others.
- recognise their membership of the family and recognise the roles of individuals in families.
- be able to name the external main parts of the body.
- recognise that babies have special needs.
- appreciate relationships, school community, friends, family, working together, sharing, playing and praying together.
- recognise the range of emotions and how we deal with them.
- know about being safe. Such issues as good and inappropriate touching would be discussed by class teachers where appropriate.
- have an awareness of personal health and safety and personal hygiene.

At Key Stage 2 teachers will endeavour to help children:

- understand that they grow and change throughout life.
- understand what is meant by relationships within families, friends and communities.
- develop an appreciation of what is involved in bringing up children and what responsibilities parents have.
- become aware of the different patterns of friendship.
- be aware of their changing emotions and the need to respect other peoples' emotions and feelings.
- begin to know about and understand the changes that come about through puberty.
- know and understand their own bodies and their need for personal hygiene.
- know the basic biology of human reproduction.
- appreciate that life is precious.
- become aware of the choices they make and that there are good choices and wrong choices.
- recognise the importance of forgiveness in relationships.

Cross Curricular Links

Clearly, we recognise that the content of a sex education curriculum outlined above requires enormous sensitivity by staff. The emphasis we place on positive relationships will permeate all aspects of the curriculum and form the basis of attitudes within our school. This will normally occur within the framework of the National Curriculum and in line with our Science scheme. The DfE guidance recommends that both boys and girls know about puberty and reproduction as set out in KS1 and KS2 of the National Science Curriculum.

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 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.

Monitoring & Assessment

Teachers will be encouraged to critically reflect on their work in delivering the sex education programme and to engage children in consideration of the relationships in which they are involved. Factual information/assimilation will be assessed and recorded as part of the Science National Curriculum.

Special Educational Needs

Because of the unique nature of this subject, special needs will be considered in terms of the child's relationship with others and him/herself. These relationships may be affected by circumstances such as bereavement, family difficulties, family breakdown, damaged friendships, arguments etc. Special needs may be quantified as long or very short-term but none the less must be acknowledged.

Special needs may be assigned to a particular group e.g. the staff have acknowledged it will be necessary to separate girls and boys at upper key stage 2 so that the girls may freely discuss subjects such as menstruation and the related personal hygiene issues. It may also be necessary to acknowledge and deal with the extra special needs of a sexually abused child. Such a situation would always be dealt with in accordance with the Local Authority Guidelines on child abuse which directs procedure with regard to Social Services involvement.

Upper Key Stage 2

When pupils reach Year 5 and Year 6 parents will be invited to sign a consent form agreeing to the pupils being given separate male / female talks by senior members of staff / nurse about changes in the body. The girls talk will relate to the menstrual cycle. Parents have the right to withdraw their children from either talk. Pupils will be encouraged to treat this subject in a respectful manner. Questions relating to human sexuality will be referred to parents / carers.

Policy agreed – September 2012

To be reviewed – November 2015