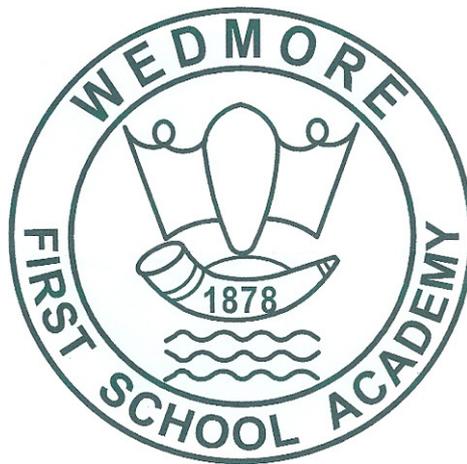


Wedmore First School Academy



**Sex and Relationship  
Education Policy**

Date: June 2012

Review Date: June 2015

## **Rationale**

At Wedmore First School, we believe that effective Sex and Relationship Education (known hereafter as SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives.

It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled in consultation with the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship. It is also supplemented by elements of the Science curriculum.

In agreement with the other feeder First Schools, explicit Sex Education, where puberty and sexual issues are taught, will begin in the middle school years.

Sex and Relationship Education Guidance (DFEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

## **Context**

Wedmore First School Academy is a first school in a rural setting. Wedmore is a small village with strong community links with the school. We currently have 220 children on role, with a fairly equally weighted representation of boys and girls. We have 9 teaching staff and 2 SEN support staff. The majority of children are of British white background. 7 children are currently on free school meals.

## **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Process for Policy development**

The policy has been developed in consultation with the Head Teacher, PSHE Co-ordinator, teaching and non teaching staff, governors and with our partner schools in the Cheddar Valley.

## **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies.

## **The teaching programme for Sex and Relationship Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### National Curriculum Science

#### Key Stage 1

1. a) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans.  
b) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

#### Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
  2. a) about the main stages of the human life cycle.
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
  - It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

### **Foundation Stage**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in Science children learn about life cycles of some animals (in particular, the frog, butterfly and chicks), understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

## **Key Stage 2**

In Science children build on their knowledge of life processes. Children study the human body and will be able to name body parts and main internal organs. In some cases, be able to explain how these organs work. They will be taught health and hygiene including personal hygiene. Children will be taught how to live a healthy lifestyle - eg. food and exercise and drug awareness including cigarettes, alcohol and illegal substances. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

### **The organisation of Sex and Relationship Education**

Charlotte Cundy is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, and circle and reflection time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

### **Child Protection / Confidentiality**

Staff should be clear about the boundaries of their legal and professional roles and responsibilities and should maintain and ensure good practice throughout the school.

### **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

These policies can be found on the public drive.

### **Dealing with difficult questions**

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

**Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationship Education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning and feedback from pupils and parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required. Any change to the policy at any time will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

Policy review date .....

Signed by Chair of Governors ..... Date.....