



# Sex and Relationships Education Policy

## Introduction

Sex and relationships education (SRE) forms an integral part of our PSHE and Citizenship programme at Long Crendon School. It includes the requirements of the National Curriculum Science Curriculum.

The content and delivery of our programme follows guidance in the DfES and OFSTED documents listed here:

- National Curriculum Handbook for Primary Schools Teachers 1999
- Sex and Relationships Education Guidance DfES 2000
- OFSTED HMI report on Sex and Relationships Education 2002

## **Definition, Aims and Objectives of Sex and Relationships Education**

Sex and Relationships Education is 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 human reproduction, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

At Long Crendon our approach to sex and relationships education has three main elements:

### 1. **Attitudes and Values**

- To help pupils recognise that they are unique and valuable individuals
- To learn about the value of family life, loving relationships and nurturing children
- To learn about the value of respect, love and care
- To help pupils maintain their own and each other's self esteem

### 2. **Personal and Social Skills**

- To develop confidence in talking, listening and thinking about feelings and relationships

- To learn how to manage emotions and relationships confidently and sensitively
- To develop self-respect and empathy for others
- To develop their skills in protecting themselves and asking for help and support

### **3. Knowledge and Understanding**

- To help pupils develop their knowledge about the names of parts of the body and an understanding of how their bodies work
- To learn and understand physical development at appropriate stages, including puberty
- To understand reproduction

Oxfordshire's Smile Again framework for PSHE and QCA documents are used by teachers as a guide for the planning and implementation of sex and relationships education, however teachers make careful adaptations depending on the pupils in their class.

### **Parents**

Parents are kept informed about the developments in our curriculum and this includes sex and relationships education. The school prospectus contains a summary of the content and organisation of sex and relationships education. It also informs parents of their right to withdraw their children from any sex education that is not part of the National Curriculum. Parents can request a copy of our SRE policy from the school office.

### **Governors**

The governing body has been involved in developing, monitoring and reviewing this policy. The governing body and the Headteacher have taken steps to ensure that sex education is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

### **Monitoring the Policy**

The following sources of evidence will be used in monitoring and evaluating the policy as recommended by OFSTED.

- Lesson observations
- Discussion with Co-ordinator
- Sampling pupils' work
- Feedback from pupils
- Feedback from parents
- Feedback from Staff
- Annual review and discussion

Below is a sequence for teaching sex education as part of the Health Education Programme.

## Foundation/Key Stage 1

In **key stage 1** the children are not taught the names of sexual reproductive organs but if discussion does arise then the children will be informed of the correct scientific terminology.

### Ages 4-5

- 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 - (e.g. 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 and plants
- Growth in people, animals and plants
- Ageing - how we know things are alive, dead, young, old
- General hygiene, dental care, eating sensibly

### Ages 6-7

- Changes as we grow
- Different types of families
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. 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

## Key Stage 2

### Ages 7-9

In **Years 3 and 4** the word puberty will be introduced as a time when our bodies begin to change. The correct scientific names for body parts will be introduced.

- Feelings - things which make me happy, sad, embarrassed, scared
- Difficult situations - for example, teasing and bullying
- Changes in my own body and in those of others
- How babies begin and are born - how they grow
- Family trees
- Keeping healthy - exercise, diet, the immune system.
- 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 9-11**

In **Year 5** children will learn more about the physical changes that take place during puberty including periods and how babies are made.

In **Year 6** children will learn about menstruation and physical changes in boys will be covered in greater depth. Year 6 children will also revisit work on how babies are made. In KS2 all classes will take part in a block programme of SRE in the summer term.

- Decision-making and risk-taking
- Feelings about the future (e.g. changing schools)
- Families and how they behave - what members expect of each other
- Celebrations of birth, christening, puberty, marriage and death in different cultures
- Expressing feelings and how we do this; being assertive, not bullying
- Differences and similarities in people
- Sexuality - what it is and what words describe it
- Body changes in me and others - why they are happening
- Things that go into my body that help (e.g. good food and some drugs); and harm (e.g. some drugs, cigarette smoke, poisons)
- Messages about health and sexuality from television, films, newspapers, etc

### **Further Information**

For further Guidance see Oxfordshire's Curriculum Matters 9.

For information on child protection and confidentiality see OCC guidance.

Our Health Nurse continues to offer support and guidance on any health issues, including sex education.

**Designated Teacher: Mrs A Bowden**