

Ewloe Green Primary School

Sex and Relationships Policy

Rationale

At Ewloe Green Primary School, we believe Sex and Relationships Education (SRE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

'Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' (DfES Guidance Document DfES 0116/2000rs)

'The aim of sex education at the primary stage should prepare pupils to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction' (Welsh Office Circular 45/94)

2 Aims and Objectives

2.1 We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life.

2.2 Throughout our teaching we hope to enable children to learn the significance of stable relationships and marriage. We aim to encourage children to develop caring, honest relationships and value others.

2.3 We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.

2.4 We aim to help young people build their self esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.

2.5 We aim to provide the children with knowledge and understanding:

- That humans develop at different rates and that human babies have special needs
- Know about personal safety e.g. differences between good/bad touches, begin to develop simple skills and practices which will help maintain personal safety e.g. say 'No' to strangers
- Appreciate ways in which people learn to live and work together, listening, discussing and sharing
- Understand the importance of valuing oneself and others
- Begin to recognise a range of human emotions and how to deal with them
- Begin to show about and have some understanding of the physical, emotional and social changes which take place at puberty
- Know that there are many different patterns of friendship, be able to talk about friends with important adults
- Know and understand how changes at puberty affect the body in relation to hygiene

- Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships

2.6 We will also emphasise respect for their own bodies and the importance of sexual activity being within a respectful, committed, long term loving relationship. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others

2.7 We aim to provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.

3 Teaching and Learning Style

3.1 At Ewloe Green Primary School, we use a variety of teaching and learning styles to aid SRE. Our principal aim is to teach children to foster and develop caring relationships with others and to understand what sex is and its possible consequences.

3.2 SRE is part of and supports the Science, R.E. and PSHCE curriculum.

3.3 SRE has three main elements:

- **Attitudes and values:** learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making
- **Personal and social skills:** learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse
- **Knowledge and understanding:** learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships

3.4 In Year 6 the School Nurse will, in consultation and support of the class teacher, lead sex education itself. (See **4.6**) This is part of the National Curriculum Science Programme and will cover life processes and the main stages of the human life cycle. Sometimes work will be undertaken in single sexed groups. This will enable pupils to feel more comfortable to ask questions.

Distancing techniques are used, i.e. fictitious characters instead of real people, as a vehicle for teaching and supporting the children to talk more openly about this subject.

3.5 Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of SRE at Ewloe Green Primary School. The teaching of SRE always follows the child protection policy.

3.6 Teachers and all those contributing to SRE are expected to work within the agreed school ethos and values.

3.7 There are children of differing ability in all classes at Ewloe Green Primary School. There are suitable learning opportunities for all children by matching the challenge of the task to the ability of

the child. This is achieved through a range of strategies including differentiation in group activities, allowing children to ask questions and explore their ideas. (see 6.1)

4 SRE Curriculum Planning

4.1 SRE is only part of the PSHCE, R.E. and Science curriculum. It is outlined in our medium term plans and gives a planned unit of progressive skills and learning for each year group.

4.2 SRE will be taught in all year groups and it will be **age appropriate** and will build on knowledge from year to year:

4.3 The focus across the Foundation Phase will be for children

- to be able to name the external parts of the human body
- To recognise similarities and differences between themselves and others
- To be able to compare the external parts of themselves with those of other animals
- To know that humans and other animals can produce offspring and that those offspring grow into adults.

4.4 The focus across Key Stage 2 will be for children

- To know that there are life processes, including nutrition, movement, growth and reproduction common to animals and humans
- To know the main stages of the human life

4.5 In addition pupils will:

- Know and understand the range of their own and other's feeling and emotions
- Understand the changes in feelings in times of change and loss
- Understand the situations that produce conflicts
- Recognise the uniqueness and independence of individuals
- Understand that people have different beliefs which shape the way they live
- Acknowledge that there are mysteries in life and death
- Know that people differ in what they believe is right and wrong

4.6 The focus in Y6 will be; how babies are made, how babies are born, the emotional and physical changes in puberty, dispelling myths, reassuring children and addressing concerns and worries.

5 Contribution of SRE to teaching in other curriculum areas

5.1 The skills that children develop in SRE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

6 Teaching SRE to children with Additional Needs

6.1 Children with specific learning needs are able to access the SRE as appropriate through

enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by Teaching Assistants supporting them in the classroom.

9 Monitoring, Support and Review

9.1 Monitoring the standards of children's work and the quality of teaching in SRE is the responsibility of the class teacher. The PSHCE Subject Co Coordinator and the Healthy Schools Coordinator will advise and promote this important area of the curriculum.

9.2 All resources used including film must be approved by staff and Governors.

Parental Withdrawal

Pupils can be withdrawn by their parents from all or part of sex education that does not form part of the statutory National Curriculum. Parents will not be able to withdraw pupils from that sex education comprised within other National Curriculum subjects, such as English (provided that such discussion is relatively limited and set within the context of the other subject concerned). Teachers will also have to consider where aspects of parenting, relationships and the ethical and moral dimensions of sex education will be placed within the curriculum.

Literacy and Numeracy Framework

Literacy and Numeracy skills are developed throughout the curriculum. In order to emphasise their learning, children are encouraged to apply their knowledge, understanding and skills through a wide range of learning experiences.

Literacy and Numeracy skills are tracked and assessed against the framework. Progress is reported to parents regularly. Pupils in Years 2 to 6 will be tested annually in Reading and Numeracy as part of the National planned programme.

Equality Diversity

We recognise diversity and the protected characteristics of our school community and adhere to the practices within the Strategic Equality Strategy Plan.

Policy Reviewed 2019

Policy Review: 2022/2023

Signed Headteacher:

Signed Chair of Governors: