

CUDDINGTON PRIMARY SCHOOL

SEX AND RELATIONSHIPS POLICY

MISSION

We provide a safe and inclusive learning environment where everyone is valued and encouraged to be the best that they can be.

RATIONALE

At Cuddington Primary School we value the importance of Sex and Relationships Education (SRE) to help and support our children through their physical, emotional and moral development. We recognize the partnership of home and school in this important area of personal development.

Sex and Relationships Education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions.

As part of SRE pupils are taught about the nature and importance of family life for bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

DEFINITION – What is Sex and Relationships Education?

Sex and Relationships Education is about physical, moral and emotional development and has three main elements:

1. Attitudes and values:
 - learning the importance of values and moral considerations
 - learning the value of family life, stable relationships and marriage
 - learning the value of love, respect and care.
2. Personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy
 - learning to make choices, without prejudice, and appreciating the consequences of choices made
 - managing conflict
 - recognising and avoiding exploitation and abuse.
3. Knowledge and understanding:
 - learning about and understanding physical development
 - understanding human sexuality, reproduction, sexual health, emotions and relationships.

AIMS

Through Sex and Relationships Education we seek to:

- support our children through their early physical, emotional and moral development
- encourage pupils to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood
- develop the skills and understanding needed to live confident, healthy and independent lives
- help learners understand and deal with difficult moral and social questions and educate against discrimination and prejudice
- develop a responsible attitude towards personal relationships and sensitivity towards the needs of others
- foster the ability to manage relationships in a responsible and healthy manner
- promote the value of loving relationships and of family life and promote the view that marriage is an important, but not exclusive, context for family life
- enable children to name parts of the body and describe how their bodies work
- inform children on matters of personal hygiene and related health issues
- provide knowledge and understanding of puberty and the human reproductive processes
- empower children to make informed choices about their developing sexuality
- enable children to protect themselves and ask for help and support whenever it is needed

AREAS OF RESPONSIBILITY

Governors must ensure that:

- the legal framework is followed
- parents are consulted and informed about the policy and practice
- the policy is implemented and regularly reviewed.

The Head Teacher must ensure that:

- governors and parents are consulted and kept informed about the policy and practice
- the policy is implemented, is followed by staff and is regularly reviewed
- problems experienced by children are responded to appropriately with external agency support sought if required.

Class Teachers must ensure that:

- they put policy into practice; plan, prepare and teach the part of the sex and relationships curriculum appropriate for their class
- they respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

School Nurse/Health Service Specialists will be asked to contribute by:

- giving support throughout the school, when appropriate.

GUIDELINES

SRE is firmly rooted within the science, PSHCE and SEAL curriculum. It is a continuing, developmental process, which includes the exploration of attitudes and values, the development of skills and the refining of factual knowledge. As with all other learning, it will be progressive and matched to the child's maturity and stage of development.

The Christopher Winter Project has been implemented to lead and support the teaching of SRE through KS1 and KS2. The 3 lessons for each year group will be taught during the summer term.

Teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with questions which they deem to be of a sensitive nature; for example, homosexuality, contraception or sexually transmitted diseases.

The following ground rules should be followed:

- *teachers should not enter into discussions about personal issues and lifestyles*
- *no one (child or adult) has to answer a personal question*
- *nobody is forced to take part in discussion*
- *in discussion, teachers will promote the knowledge and use of 'accepted' names of body parts*
- *meanings of words are explained in a sensible and factual way.*

Children cannot be withdrawn from science lessons as these are part of the core curriculum. However, parents will always be notified when the children are to be taught specific SRE lessons through the Christopher Winter Project and parents have the right to withdraw their child from these lessons if they wish. Parents will be invited to discuss their concerns with the Head Teacher. In the event of a child being withdrawn from a lesson, that child is provided with appropriate work.

CUDDINGTON PRIMARY SCHOOL SEX AND RELATIONSHIP EDUCATION PROGRAMME

Within the Christopher Winter Project the children will learn about:

Year 1 – Growing and Caring for Ourselves

Year 2 – Differences

Year 3 – Valuing Differences and Keeping Safe

Year 4 – Growing Up

Year 5 – Puberty

Year 6 – Puberty and Reproduction

Within the PSHCE Curriculum, the children will learn about:

Attitudes and values:

- the importance of values and moral considerations
- the value of family life, marriage and stable relationships
- the existence of different types of families
- the value of love, respect and care
- respecting differences between people.

Personal and social skills:

- developing confidence and self-esteem
- managing emotions and relationships confidently and sensitively
- developing empathy and self-respect
- making choices and taking responsibility for their actions
- managing conflict
- recognising and avoiding exploitation and abuse
- making healthy life style choices.

Within the Science Curriculum, the children learn about:

The animal world, physical development, health and hygiene issues, reproduction

At Key Stage 1 children will be taught:

- that all creatures, including humans, move, feed, grow, use their senses and reproduce
- to recognise the main external parts of their bodies
- that humans and animals can produce offspring, which grow into adults
- that there are similarities and differences between themselves and others, and treat others with sensitivity.

At Key Stage 2 children will be taught:

- that there are life processes common to humans and other animals including nutrition, growth and reproduction
- that there are specific stages to the human life cycle.

CONCLUSION

Our children will be sensitively supported through their early physical, emotional and moral development and this will enable them to move with confidence from childhood, through adolescence, into adulthood. They will develop the skills and understanding needed to live confident, healthy and independent lives.

Sue Mills

Policy agreed: November 2016

Policy to be reviewed: Spring 2019