

# **SEX & RELATIONSHIP EDUCATION POLICY**

## **INTRODUCTION**

At Collis School, it is our aim to prepare pupils for the responsibilities and experiences of adult life. Therefore, a policy for sex and relationship education has been formulated by the staff and governors.

The implementation of sex and relationship education in school needs to take place within a whole school ethos which values and respects the individuals, and the development of self-esteem is prioritised. The policy was formerly entitled Sex Education and has now been reviewed and updated in line with the DfEE's guidance for Sex and Relationship Education, 2000. This policy forms part of the school's PSHE and Citizenship Policy, in line with the revised National Curriculum, published in September 1999.

## **DEFINITION**

Sex and Relationship Education – as outlined in the aforementioned guidance, "... is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

It is recognised that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and other committed and stable relationships as key building blocks for community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

## **SUPPORTING DOCUMENTS/LEGAL REQUIREMENTS**

- Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any of all parts of a school's programme of sex education, other than those elements which are required by the National Curriculum Science Orders.
- The DfEE's Sex and Relationship Education Guidance, 2000 replaces Circular 5/94. It has been written to take account of the revised National Curriculum, published in September 1999, the need for guidance arising out of the new Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy.
- Sex and relationship education should be firmly rooted in the framework for PSHE and Citizenship. The Revised national Curriculum includes non-statutory guidelines for Key Stages 1 and 2.

## **MISSION STATEMENT**

We at Collis School, through consultation with a cross section of the whole school community, teachers, non-teaching staff, carers, parents and governors share the common aim of promoting the spiritual, moral, cultural, mental and physical development of pupils in our delivery of Sex and Relationship Education. It is to be provided in a way that ensures equality of opportunity for all regardless of race, gender, ability, social background, economic status, sexuality and known medical conditions.

## **AIMS**

Collis School offers a programme of study within its PSHE and Citizenship framework (supported by SEAL's) which equips young people with the values, skills, knowledge and understanding to enable them to make informed, responsible decisions about their own sexuality, sexual health and relationships in order to be able to:

- Cope with prejudice and injustice
- Communicate appropriately
- Make choices
- Resist pressure
- Develop own beliefs, views and values
- Be assertive
- Make moral judgments
- Identify appropriate and relevant sources of information
- Say no
- Prevent unwanted pregnancy

### **Know and understand:**

- The 3 R's – relationships, responsibility and the right to say no
- Their bodies – specific vocabulary and appropriate terminology
- Support systems available
- That learning is a lifelong process
- That all acts and choices have consequences
- They are responsible for their actions and choices
- The choices available
- People have different value and belief systems
- The reproductive process
- The importance of families
- There are different types of family
- That human sexuality changes throughout the life cycle
- Appropriate behaviour depends on where you are and who you are with
- That people have different boundaries
- Potential danger and difficulties
- Raising a child is a lifelong commitment
- That prejudice exists and affects people's lives

**Believe:**

- They have rights over their bodies
- There are different lifestyles and everyone has the right to choose for themselves
- That they are worthy of love, attention, respect, acceptance, inclusion and to be seen as worthy individuals
- That you're worthy of help and that people are willing to help
- They are comfortable with their selves
- They have rights and responsibilities
- They have choices
- They have the right to make their own choices
- That everyone has an entitlement to their own sexuality

**OBJECTIVES**

- An integrated PSHE programme that considers skills, knowledge, understanding and attitudes at all levels
- A programme of sex education which allows pupils to work at their own levels of understanding
- Whole school policies that support a healthy lifestyle
- Improve pupils' self-esteem
- Develop personal initiative and to be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop assertiveness in appropriate situations
- Raise awareness of available support services

Most of these objectives bear comparison with similar aims for personal, social and health programmes as a whole. These are skills and attitudes relevant to all areas of PSHE and covered within our programme for social, emotional aspects of learning.

**VALUES FRAMEWORK**

Sex and relationship education should be supported by the school's wider curriculum for PSHE and Citizenship. In this way, the school can ensure that pupils:

- receive their sex education in the wider context of relationships; and
- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.
- are prepared for the opportunities, responsibilities and experiences of adult life;

## **HOW THE OBJECTIVES ARE ACHIEVED**

Knowledge and understanding, skills and attitudes work at all stages and for all themes.

Sex and Relationship Education has three main elements:

### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning that the value of family life, marriage, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of making

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing a self-respect and empathy for others
- Learning to make choices based on an understanding of difference and 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 physical development at appropriate ages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

These elements are delivered through the PSHE and Citizenship framework which has SEAL's (social and emotional aspects of learning) as its whole school approach to the delivery of each theme, and the science scheme of work relating to specific areas.

## **KEY STAGE 1**

### **Year 1**

- Personal safety (playground, hygiene, apparatus)
- Know and understand own bodies
- Loss and mourning
- Varied lifestyles in the class and community
- People in my life
- Friendships
- Different types of family
- Likes and dislikes in other people and me
- Growth (including parts of the body, males and female, babies have special needs)
- My moods – feeling happy, sad, etc

## **Year 2**

- People who help us
- Things that make me happy or sad
- Friendships
- Changes (family trees, how children grow, ageing, moving up to the Juniors)
- Role of family – people in my life
- Healthy living (food, medicines, exercise)
- Emotions
- Personal safety (including stranger danger)
- Life cycles

## **KEY STAGE 2**

### **Year 3**

- Feelings and emotions
- Valuing others
- Personal safety (good and bad touches, skills to maintain personal safety)
- The nature of families
- Personal hygiene
- Changes (in our own bodies and within school life)
- Inside my body (understanding the functions of different parts)
- Caring for myself (sleep, exercise, hygiene)
- Know about the needs of old and ill
- Loss and mourning

### **Year 4**

- Personal hygiene
- Birth and death in different countries
- Relationships (family and friends, gender roles)
- Childbirth – human reproduction

### **Year 5**

#### Feelings and Emotions

- Death, loss, mourning
- Choices in life
- Friends and relationships
- People in my life
- Needs of old and ill
- Parts of the body including reproductive system
- Puberty (media message)
- Personal hygiene
- Gender (media messages, how they affect us, images they portray)

### **Year 6**

- The human body and its systems
- Friendship issues – people in my life – what they do for me and what I do for them
- Personal safety (values, making informed decisions, responsibilities)
- Parenting skills and what they entail

- Relationships (families, friends, communities)
- Stereotypes
- Birth, death, marriage, the old and ill in different cultures (including childbirth)
- Patterns of friendship
- Decision making and risk taking
- Hygiene
- Expressing feelings and emotions
- Coping with change (transferring to secondary school)

## **DELIVERY OF SEX AND RELATIONSHIP EDUCATION**

Most elements of sex and relationship education are taught within PSHE and Citizenship, which is totally cross-curricular and is generally delivered by the class teacher. Outside speakers might be invited into school, such as the school nurse.

Good Sex and Relationship Education shares many of the features of well-taught lessons in any subject. As well as effective planning and monitoring within the school's framework for PSHE and Citizenship; effective use is made of a range of teaching strategies, including:

- Circle time
- Role-play
- Structured games
- Audio-visual aids
- Active learning techniques
- Appropriate use of outside speakers
- Up-to-date functional information, e.g. leaflets designed for young people
- Assemblies

## **SPECIFIC ISSUES STATEMENTS**

**Outside speakers:** Any outside speaker will be given a copy of this policy to check that their contribution is suitable.

**Staff training:** Appropriate staff training will be offered, when available, through INSET

**Parental involvement/training/support:** In creating this policy, parents, governors and non-teaching staff had the opportunity to express their views and contribute through:

- A working party (prior to formulation of original policy)
- Staff meetings
- Parent meetings to discuss draft policy (prior to formulation of original policy)
- Training from Borough Health Advisory Teacher
- New parents are able to view a copy of the policy by contacting the school office
- Parents invited to view Yr 6 resources (video)

**Child protection issues:** Collis follows the Borough guidelines on child protection

**Confidentiality:** If a child confides in a member of staff, they need to know they cannot expect total confidentiality.

**Responding to children's questions:** Questions will always be answered in an age-appropriate manner, and at the discretion of the class teacher. Parents may be consulted should a sensitive issue arise.

## **THE RIGHT TO WITHDRAW**

As already mentioned in the legal requirements section of this policy, all parents have the right to withdraw their child from all or part of the sex and relationship education provision, except those parts covered by the National Curriculum Science Orders. If a parent wishes to withdraw their child they must make an appointment with the Head Teacher to discuss the matter further.

As previously stated, children's questions will always be answered in a manner appropriate to their age and maturity. There will be occasions when issues arise incidentally, and these will be dealt with at the time. The right to withdraw does not apply in such situations. Should a question arise that staff deem especially sensitive the parents will be asked if they want the school to answer or not.

## **RESOURCES**

Resources will be bought and monitored by the PSHE and Citizenship coordinator. Such resources will be kept in the central resource area and the staff will be kept informed of new materials.

## **FORMULATION AND REVIEW**

This policy was formulated in 2001 and was last reviewed in Sept 2007. It will continue to be reviewed in line with the School Development Plan.

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