

**Sidemoor First School and Nursery  
Policy on Sex and Relationship Education**



**SEX AND RELATIONSHIP EDUCATION POLICY**

**Aims and objectives**

Sex and Relationship Education (SRE) enables children to become healthy, independent and responsible members of society developing positive values and attitudes. SRE is taught through Science and the PSHE framework in partnership with parents and governors.

The aims of SRE are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- to give children the appropriate information to prepare them for their sexual development;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for and tolerance of others;
- be independent and responsible members of the school community;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

**Right of withdrawal**

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders; alternative work would be set. However this rarely happens; by working in partnership with parents they recognise the importance of this aspect of their child's education.

**Safeguarding**

There may be opportunity in this forum for a child to disclose something of a sensitive nature. In this case the teacher must follow the child protection policy.

**Parental consultation**

The school informs parents when aspects of the sex and relationship programme are being taught and provides opportunities for parents to view the resources being used.

**Sex and Relationship curriculum planning**

We teach SRE through the PSHE and Science curriculum. We give children the opportunity to work in single sex groups where appropriate and to ask written and oral questions. Clear 'ground rules' are agreed at the start of each SRE session.

The following learning outcomes are taken from OFSTED Sex and Relationships, OfSTED (2000) and guide the teaching of SRE in this school:

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### **By the end of Key Stage 1**

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans\*
- recognise similarities and differences between themselves and others and treat others with sensitivity\*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce\*
- that humans and animals can produce offspring and these grow into adults\*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
  - the similarities and differences between people
  - how their feelings and actions have an impact on other people.
- (\*relates to SRE)

### **By the end of Key Stage 2 (Y4)**

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender and begin to recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction\*
- about the main stages of the human life cycle\*
- begin to know some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines.

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- the many relationships in which they are all involved
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- begin to know about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

(\*relates to SRE)

### **Foundation Stage**

Age appropriate sex and relationship Education begins in Nursery with the learning of correct names for body parts.

We teach SRE in the Nursery and reception classes as an integral part of the topic work covered during the year. We follow the Early Years Foundation Stage framework and work towards the Early Learning Goals. The teaching focuses mainly PSED (Personal Social Emotional Development) and UW (Understanding of the World)

### **Teaching SRE to children with special needs**

We teach SRE to all children, regardless of their ability by providing learning opportunities matched to the individual needs of children with learning difficulties.

### **Assessment and recording**

Teachers assess the children's work in SRE through observations made during lessons and through the assessments of recorded work where appropriate. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage related to the National Curriculum 2014.

Teachers record the achievements of pupils in SRE as part of ongoing Science assessment or within PSHE. We report these achievements to parents each year.

### **Resources**

'HEALTH FOR LIFE' and 'LIVING and GROWING' are the main resources used in the teaching of SRE in KS1 and 2.

### **Monitoring and review**

The PSHE and Citizenship Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching in SRE. The Co-ordinator supports colleagues in the teaching of SRE, by giving them information about current developments in the subject. Key Stage Co-ordinators also share the responsibility of teaching SRE to ensure consistency within their Key Stage. We allocate time for our Co-ordinator, in accordance with our School Development Plan, to fulfil this role, by reviewing samples of children's work and undertaking observations and learning walks.

### **Note**

This SRE policy should be read in conjunction with the PSHE, Health & Safety, Drugs, and Confidentiality policies.

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