

The Kenn and Kenton Federation

Sex and Relationships Policy

Policy Statement

We have developed a scheme of work in Personal Social and Health Education to incorporate Sex and Relationships Education. This is in line with current DfE guidance, SRE 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 also about the teaching of sex, sexuality and sexual health'.

We aim to equip our children with the knowledge and skills that enable them to make the appropriate choices that lead to a happy and healthy lifestyle. We also aim to teach them the social skills, which will support them in making informed moral and social decisions towards sex and relationships. We aim to do this by

- Giving clear and appropriate information and knowledge by answering children's questions openly, honestly and appropriately.
- Promoting positive attitudes and values promoting self-esteem and fostering of individual wellbeing.
- Promoting the necessary skills for effective communication, long and happy relationships and positive behaviour and development.
- Challenging beliefs - often complicated by mis-information.

These objectives can only be achieved as a developmental process beginning at the early years at an appropriate level and progressing through childhood and adolescence into adulthood.

As Kenn is a church school we will endeavour to ensure that it is delivered in such a way as to encourage children to have due regard to moral considerations and family life. We would seek to give children opportunities to develop a Christian attitude to relationships recognising:

- the Church's teaching about marriage as a sacrament
- the holiness of human life
- the dignity of the human body

Sex and Relationship Education should happen in partnership with parents. It has become increasingly recognised that Sex and Relationship Education should not be something that is simply 'bolted on' as children go through puberty, but should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the child.

It is an entitlement for all children, as part of the curriculum requirements of science (Life process and living things) and health education. The potentially sensitive nature of the subject means that we must add moral and social questions alongside. Sex and Relationship Education is not just about reproduction and sexual health, but must also strive to enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make. To develop assertiveness skills and the ability to respect themselves and others.

Sexual development is a natural process, just one aspect of growing up emotionally, socially, emotionally and physically. Each is an integral part of growing to adulthood and independence. Our policy enables children to make comparisons with their own development and to reflect on their own relationships in positive ways.

Ultimately the teaching and learning is about the promotion of self-esteem and the fostering of individual well-being. Children will be given credit for their ideas and opportunities to reflect upon their own experiences and review their learning. (See appendix 1 for details)

Strategy for implementation

SRE is addressed in the key strands, 'Growing and Changing' and 'Healthy Lifestyles' in our overall PSHE programme. It is also part of our science curriculum. We use a variety of resources such as bbc clips, wired for health website, health for life book and Channel 4 Living and Growing materials. Sex and Relationship Education is taught in all year groups at age appropriate levels.

When ever possible health professionals, especially the school nurse will work in partnership with the school and may come into school to discuss issues with the children.

We also treat questions that the children may wish to ask with sensitivity - a question box is available in Key Stage Two where the children can 'post' questions that will be responded to individually. Children's questions will be answered appropriately and honestly, however some issue brought up may inappropriate and they will not be answered, but it will be suggested that they are discussed within the family unit.

These materials have been and are available for viewing in school by any parents wishing to do so. If there are any parental concerns we will be happy to discuss them.

Inclusion

This policy is written with the inclusion of all pupils in mind. Its content will be differentiated to accommodate all levels of ability.

We will respect the beliefs of parents who wish to with draw their child from a sex education programme.

Parents cannot however with draw their children from aspects of sex education, which are part of the National Curriculum. We will engage in a positive dialogue with a view to illustrating to parents the relevance and importance of such a programme to their child.

Parents who still wish to exclude their child from a sex and relationship education programme will be asked to do so in writing to the Headteacher.

All children have the right to confidentiality concerning sensitive issues, unless staff feel that the child's safety and welfare are at risk.

Appendix 1: Sex and Relationship Key Descriptors

These end of key stage descriptors are intended to help schools with their planning. They are derived from NC Science and Citizenship orders, the PSHE Guidelines and PASSPORT

Summary statements

By the end of Key Stage 1 pupils should be able to

- recognise and be able to express pride in themselves
- recognise and name the basic feelings of happy, sad, frightened, angry
- make a friend, talk with them, and share feelings
- recognise when they feel safe and unsafe,
- use simple safety rules,
- talk with someone they trust when they are worried.
- treat animals with care and sensitivity
- recognise similarities between themselves and others and treat others with sensitivity

know and understand

- that humans and other animals can produce offspring and that these offspring grow into adults
- the main external parts of the body and have agreed names for the sexual parts
- that both babies and pets have needs
- that they have some control over their actions and bodies

have thought about

- their responsibility in caring for younger children and / or their pets
- why families are special for caring and sharing
- why teasing is hurtful

By the end of Key Stage 2 pupils should be able to

- recognise, be proud of, and tell others confidently what they are good at
- express opinions, for example about relationships and bullying
- listen to, support their friends, and manage friendship problems
- recognise their changing emotions with friends and family and be able to express their feelings
- recognise the pressure of unwanted and inappropriate physical contact, and know how to deal with it
- ask for help from a range of adults they know and can trust
- recognise and challenge stereotypes in relation to gender

know and understand

- the life processes common to humans and other animals including growth and reproduction
- the main stages of the human life-cycle including the basic facts about the processes of conception, pregnancy and birth
- the physical and emotional changes that take place at puberty, why they happen and how to manage eg. periods and wet dreams
- about different forms of bullying people and the feelings of both bullies and victims
- that safe routines can lessen the spread of viruses including the HIV virus
- the many relationships in which they are all involved
- how a family is important to children growing up
- about different family arrangements including the place of marriage

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- how the media impact on forming attitudes
- where individuals, families and groups can go for reliable information

have thought about

- the diversity of lifestyles, and why respect for diversity is important
- why it is important to consider others' points of view including their parents
- why being different can provoke bullying and why this is unacceptable