

St Saviours School

Sex and Relationships Policy Document

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

It has three main elements:

Attitudes and values:

- Learning the importance of values
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care exploring, considering and understanding moral dilemmas

Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices and considering the consequences of choices made
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships learning about contraception and the range of local sexual health advice and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Learning the importance of avoiding unplanned pregnancy

Curriculum Content

Key Stage 1

Pupils should be taught:

- To recognise and compare the main external parts of the bodies of humans and other animals
- That animals, including humans, reproduce
- That humans and other animals produce offspring and that these offspring grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity
- To identify human family relationships and raise awareness of the various types of human families
- That families and friends should care for each other
- To develop confidence in talking, listening and thinking about feelings and relationships
- To protect themselves and ask for help and support
- To develop ideas of non-stereotype gender roles

Key Stage 2

Pupils should be taught

- about the main stages of the human life cycle
- about human reproduction including how a baby is conceived and born
- about how the body changes at puberty, such as the onset of periods and the voice breaking
- to recognise how their emotions change at puberty and how to deal with their feelings towards themselves, their families and others in a positive way

- to be aware of different types of relationships, including marriage and those between friends and families, and to develop skills to be effective in relationships
- to recognise and challenge stereotypes
- if appropriate, about sensitive issues such as contraception and sexually transmitted infections, including HIV/AIDS

Organisation:

Sex Education will be taught in the context of relationships. It will be taught in class groups, with teachers paying close attention to the maturity of their children. Topics and themes will be repeated as the child progresses through the school in greater depth, taking account of each child's development. The care content of the Sex Education has been drawn from the Health Authority's 'Health for Life' primary project, supplemented by other material including the B.B.C.'s 'Merry Go Round' sex education videos.

The sequence for teaching Sex Education:

KS1

- people in my life. What they do for me and what I do for them
- my moods, feelings - happy, sad etc
- friendships
- loss and mourning - (e.g. a person, a pet)
- keeping safe - danger I may come up against. Saying no
- my body and other peoples bodies - similarities and differences
- the beginning of life - me, animals, plants
- growth in people, animals and plants, ageing. How we know things are alive, dead, old, young
- what helps people get on with each other (e.g. listening/sharing)
- caring for myself - hygiene, sleep, exercise
- people who help me care for myself

- inside my body - the functions of different parts

KS2 - Yr. 3 and 4

- feelings - things which make me happy, sad, embarrassed etc. (circle time)
- difficult situations - (e.g. teasing and bullying)
- friendships, who our friends are, how we make and lose friends
- keeping safe
- differences and similarities in people
- varied lifestyles in the class and community - differences in others

Yr. 5 and 6

- feelings about the future (e.g. changing schools)
- families and how they behave - what members expect of them
- celebrations of birth, christening, puberty, marriage and death in different cultures
- expressing feelings and how we do this; being assertive, not bullying
- human growth and development
- body changes in me and others - why they are happening
- things that go into my body that help (e.g. good food and some drugs) and harm (e.g. some drugs, cigarette smoke, poison)

At Yr. 5 and 6 this content is delivered through the use of the science orders and topics and additional preparation for puberty, sex and relationships is delivered by the Healthy Lives Team using the Christopher Winter scheme of work.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in these situations and refer to the Head if they are

concerned. We are guided in dealing with specific issues by the advice in LBTH 'Sex and Relationships Education Guidelines for Schools'

Our policy is that, while we will not explicitly teach about the following specific issues, we will answer individual's questions as per the above guidance.

These issues are:

- contraception
- sexually transmitted infections, including HIV and AIDS
- sexual identity and sexual orientation
- abortion

At Y.5 and 6 broad mention is made of contraception as part of the Christopher Winter materials.

We believe that the materials will be used expertly according to the needs of each class. Additional support and exploration will be on offer should it be needed and agreed to by parents in order to keep pupils safe from Child Sexual Exploitation.

Discussions and topics such as

What is family?

Who make me me?

What is love?

May arise in Philosophy for Children and be treated with the care and consideration, questioning and validation accordingly.

Rights of withdrawal:

Parents have a right to withdraw their children from part or all of sex and relationships education outside what is specified in the National Curriculum.