

SEX AND RELATIONSHIPS EDUCATION POLICY

Moral and Values Framework

The sex and relationships education programme reflects the school ethos and children should be taught sex education within a framework which models and encourages the following values: -

- A respect for self.
- A respect for others.
- Commitment and trust within relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and for others.
- An acknowledgement and understanding of diversity regarding religion and culture

SEX AND RELATIONSHIPS

FOUNDATION STAGE – Nursery & Reception

Me and My Family:

- The uniqueness of me & Similarities between others and myself.
- Naming external parts of the body - hands, feet, arms, legs, eyes, ears, chin, hair, etc.
- Caring for new babies - what do they need?
- Visit from new baby, if possible.
- Animal families - e.g. cows have calves, ducks have ducklings etc. What do young animals need to grow and stay healthy?
- The importance of families/my family.
- Relationships - the people I love/special people.

Feelings:

- Feeling happy, feeling sad.
- How to show my feeling. How I recognise feelings in others.

Friendships:

- Getting on together at school.
- Caring and sharing, co-operation (turn taking).

KS1 – Year - 1 & 2

Me and My Family:

- The beginning of life - animals, plants and me.
- Growth in people, animals and plants.
- How people live together - sharing and caring for each other.
- Roles in the family

- Naming body parts, this could include sex organs, using correct vocabulary.
- Changes as we grow. How have I changed from a baby to now? Physical changes and changing responsibility for self and others.
- Ageing - how do we know things are alive, dead, young or old?

Feelings:

- What upsets me? What do I do that upsets others?
- When do I get angry, embarrassed, scared, upset?
- How feelings can be hurt by actions and/or words. Respecting other people's feelings.
- Saying sorry.
- What are my special people? Why are they special?
- How do I feel when my special people go away or die?
- Anger, fear, love, jealousy. Different kinds of love.
- Separation, loss, mourning.

Friendships:

- Who our friends are? How we make and lose friends? Loyalty.
- What helps people to get on together - listening and sharing.
- What I like/dislike about other people.

LOWER KS2 – Year 3 & 4

Me and My Family:

- How babies begin and are born. How they grow.
- How babies of different animals grow inside or outside their mother's body.
- How have I grown?
- How will I grow in the future?
- My role in my family (responsibilities).
- Loss and separation.
- The main stages of the human life cycle.
- Naming parts of the body.

Feelings:

- When do I get angry, embarrassed, scared, upset?
- How feelings can be hurt by actions and/or words. Respecting other people's feelings. Saying sorry.
- Who are my special people? Why are they special?
- How do I feel when my special people go away or die?
- Feelings we share. Good & bad (e.g.- happy, safe, confident, proud, lonely, sad, angry, afraid, etc.).

Friendships:

- Who our friends are? How we make and lose friends? Loyalty.

- Special people. Friends.

UPPER KS2 – Year 5 & 6

Me and My Family:

- Recap on correct names for sex organs. Emotional and physical changes in puberty. Growing up - menstruation. Coping with the first period - what happens and why.
- How the body changes at each stage of development.
- How a baby is conceived. The birth of a baby.
- Changing relationships in the family as we grow up, sexual relationships.

Feelings:

- Recognising and coping with feelings.
- Mood changes - why? How do we feel?
- 'Yes/no' feelings. How do we cope if we find ourselves in a situation that makes us feel uncomfortable?
- How do we feel about all the changes - physical, emotional and lifestyle?

Friendships:

- People we trust. Our roles in different relationships.
- Other people's expectations of us.
- Changing/making new/keeping friends.
- Loss and separation.

Organisation of School Sex and Relationships Education

Sex and relationships education is delivered by the class teachers in a number of ways.

- Literacy hour
- Planned aspects of Science following the QCA guidelines.
- Through PSHE time/citizenship
- Occasionally through assembly time.
- Through visits from the school nurse.
- Circle time.

Elements of sex and relationships education in the science curriculum are assessed formally.

The PSHE and Science Co-ordinators as part of their on-going curriculum monitoring will monitor the policy.

Children's questions will be answered honestly giving due regard to the children's age and stage of developments.

Yours sincerely,

Mrs A Goldwater
Headteacher