

Signed: Clare Banks
Chair of Governors

Reviewed and adopted April 2016
Next Review April 2018

Rationale

The Vaynor First School recognises that a positive attitude to all health matters, including sexual health, is an important part of leading a fulfilled adult life. The school aims to work in partnership with parents, and in a safe environment to fulfil its obligations in the area covered by this policy and at an appropriate level for children in our care who are aged 5 – 9 years old. SRE will promote self-esteem; emotional health and wellbeing; help form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Ethos and Values

Sex and relationship education (SRE) will reflect the values of the PSHE and Citizenship programme and will be taught in the context of relationships.

At The Vaynor First School, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to SRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

Definition

According to the Sex and Relationship Education Guidance (DfE 0116/2000,) SRE is

‘lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.’

Aims and Objectives of the Policy

Contributing to the foundation of PSHE, the school’s SRE programme aims to ‘explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.’ Children will develop skills in order to make positive decisions about their health related behavior. During SRE children will ‘develop personal and social skills and a positive attitude to growing up’.

- *To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint*
- *To provide knowledge of loving relationship*
- *To encourage exploration of values and moral issues*
- *To inform children on matters of personal hygiene and related health issues*
- *To empower children to make informed choices about protecting their bodies*

Inclusion

In support of the equal opportunities policy all pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the sex education resources and teaching methods. Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

Special Needs children will have material provided which enables them to learn at an appropriate level.

Scheme of Work

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Objectives

The school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships for **4-6 year** olds will focus on the building of self-esteem and confidence by encouraging learners to:

- *respect, value and care for themselves and others,*
- *value recognise and communicate their feelings,*
- *form friendships and relationships,*
- *respect boundaries – their own and other peoples.*

SRE will teach **6-9 year** olds to understand:

- *the range of their own and others' feelings and emotions,*
- *the importance of personal safety and what to do or to whom to go when feeling unsafe,*
- *to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media.*

Implementation

Sex and Relationship Education is delivered through Science, RE, PSHE, Citizenship, ICT, literacy activities, and 'circle time'. A planned and co-ordinated approach to each subject can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods is used which include the use of video, discussion, looking at case studies, drama and role-play.

Sex and relationship education is delivered in mixed gender groups.

The minimum statutory requirement for SRE is that schools must deliver the **National Curriculum for Science** to all children within school:

Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Children should recognise similarities.

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle, including changes.

Safeguarding

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

A member of staff cannot promise confidentiality if concerns exist.

Complaints Procedure

If you have any cause for concern about the Sex Education Policy please come into school to resolve the problem, as soon as possible, with the Headteacher and staff.

Procedures for the Involvement of Health Professionals and Visitors

All visiting Health Professionals and other visitors will only be involved in the implementation of the Sex Education Policy after detailed consultation concerning lesson content and method of teaching. The class teacher will remain in the lesson throughout.

Monitoring and evaluation

This will be undertaken by the Science coordinator and the PSHE + C coordinator as part of the school system of subject auditing.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

The Role of Parents

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Headteacher.

The Vaynor First School

Sex and Relationship Education Overview:

Year Group	Science Objectives	PSHE and C Objectives
Reception	<p>Physical Development</p> <ul style="list-style-type: none"> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. they manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <p>Understanding the World</p> <ul style="list-style-type: none"> they make observations of animals and plants and explain why some things occur, and talk about changes. 	<p>PSED :</p> <ul style="list-style-type: none"> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. they work as part of a group or class, and understand and follow the rules.
Year 1	<ul style="list-style-type: none"> animals, including humans, move, feed, grow, use their senses and reproduce. children should name and recognise the main external parts of the human body. that humans can produce offspring and these grow into adults. children should recognise similarities. 	<ul style="list-style-type: none"> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to communicate their feelings to others, to recognise how others show feelings and how to respond to recognise what is fair and unfair, kind and unkind, what is right and wrong that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) the importance of and how to maintain personal hygiene rules for and ways of keeping physically and emotionally safe to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
Year 2	<ul style="list-style-type: none"> animals, including humans, move, feed, grow, use their senses and reproduce. children should name and recognise the main external parts of the human body. that humans can produce offspring and these grow into adults. children should recognise similarities. 	<ul style="list-style-type: none"> about the process of growing from young to old and how people's needs change the names for the main parts of the body. the similarities and differences between boys and girls rules for and ways of keeping physically and emotionally safe that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to identify and respect the differences and similarities between people the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises

		<ul style="list-style-type: none"> • to identify and respect the differences and similarities between people • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell)
Year 3	<ul style="list-style-type: none"> • that the life processes common to human and other animals include nutrition, growth and reproduction. • the main stages of the human life cycle, including changes. 	<ul style="list-style-type: none"> • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
Year 4	<ul style="list-style-type: none"> • that the life processes common to humans and other animals include nutrition, growth and reproduction. • the main stages of the human life cycle, including changes. 	<ul style="list-style-type: none"> • strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) • what positively and negatively affects their physical, mental and emotional health (including the media) • to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • to judge what kind of physical contact is acceptable or unacceptable and how to respond • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)