



## OXHEY WOOD PRIMARY SCHOOL

### SEX AND RELATIONSHIPS EDUCATION POLICY

#### INTRODUCTION

Governors of maintained primary schools have responsibility to consider whether and at what stage to offer sex education. The preparation of a written policy and its availability are part of this responsibility.

The Headteacher has responsibility for the delivery of sex education within the school, in consultation with the science and personal, social and health education (PSHE) subject leader. Sex education forms a component in the PSHE scheme for the school and builds on much of the work completed lower down the school.

The Education Act 1993 gives the parents of a pupil at any maintained school the right to withdraw their child from all or part of the sex education provided, other than those elements which are required by the National Curriculum Science orders. The school asks that parents submit their requests in writing to the Headteacher who will make alternative arrangements for the supervision of their child. Parents do not have to give reasons for their request, although this information can be very helpful when reviewing the provision for sex education in the school.

Sex education forms part of the school's aims to offer a broad and balanced curriculum and to prepare the children for the next stages of their lives.

Our sex and relationships programme is intended to be more than details about biology and reproduction. Our pupils need to be reassured about their body image, behaviour, feelings and relationships. They need knowledge and skills appropriate to their level of maturity and developmental needs.

Throughout our programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to feel that they can articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to our programme is the growth of self-esteem and taking responsibility for oneself and one's actions. Pupils who feel positive about themselves think positively of other people, develop caring relationships, and are less likely to be exploited by others.

#### AIMS

Through our PSHE and sex and relationships education programmes, we aim to consider the development of the whole pupil -- spiritual, moral, cultural, emotional and physical aspects.

We aim to ensure that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are prepared for the responsibilities and experiences of adult life;
- develop an understanding of how his/her body works, including the basic facts of sex, reproduction and changes during puberty;
- foster an understanding and appreciation of the range of loving, caring relationships within the context of family life;
- accept personal responsibility and develop an awareness of its importance to society at large;
- are able to protect themselves and ask for support;
- develop respect for others and themselves.



## THE CURRICULUM

As a part of the National Curriculum for science, it is a requirement that pupils should be taught about:

**Life Processes** -- that there are life processes, including nutrition, movement, growth and reproduction, common to animals, including humans;

**Humans as Organisms** -- growth and reproduction, including the main stages of the human life cycle;

Sex education is taught specifically in Year 6 and is planned as part of the science and PSHE curricula. However, relationship education is a central part of the wider PSHE work of the whole school.

Through our PSHE curriculum, pupils are given opportunities to develop and reflect on important skills in developing positive relationships, such as:

- communicating a point of view clearly and appropriately and listening to the views of others;
- making sensible choices about what to do in particular situations;
- managing relationships with friends confidently and effectively;
- acting responsibly as an individual and as a member of a group.

Sex and relationship education is taught by the class teacher. The children are taught in mixed-gender groups with the opportunity for single-gender discussion groups as appropriate.

All pupils are entitled to access this curriculum area (unless parents have exercised their right to withdraw their child from the non-statutory parts of the curriculum). EAL and special needs pupils will receive the appropriate support to enable them to have this access.

The staff, on the advice of the school nurse, review the content and materials of the sex education programme annually. The criteria for selection are their relevance to the stated aims of the policy. All staff have the opportunity for training in how to deliver the materials.

Parents will have the opportunity to view materials and hear details of the planned scheme of work before the sessions are delivered.

Teachers and other professionals have to exercise their discretion and judgement about how to deal with issues raised by an individual pupil. It will not always be appropriate to deal with such issues with the whole teaching group. Teachers may need to consult with the parents of that child for guidance. Where questions relate to the planned programme, it is expected that teachers will respond openly and with due sensitivity and consideration of any cultural or religious factors.

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

## PARENTS

The school accepts that the prime responsibility for bringing up children rests with parents. We recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that maturity bring. It is intended that our teaching is complementary and supportive to the role of parents and we welcome parents' views about content and presentation.

## REVIEW

This policy will be reviewed in accordance with the review schedule.



## **Appendix: Learning outcomes at KS1 & KS2**

(Extract from OfSTED Report on Sex and Relationship Education)

By the end of KS1, 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 to 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.

By the end of KS1, 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 to others;
- that they have some control over themselves and their 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.

By the end of KS2, 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 express to others;
- recognise their own worth and identify positive things about themselves;
- balance the stresses of life in order to promote their own mental health and well-being and that of others;
- see things from others' viewpoints;
- discuss moral questions;
- listen to, support their friends and manage friendship problems;
- recognise and challenge stereotypes, for example in relation to gender;
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

By the end of KS2, 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;
- that appropriate hygiene practices can stop the spread of viruses and infections;
- about the physical changes that take place at puberty, why they happen and how to manage them;



- the many relationships in which they are involved;
- where individual families and groups can find help;
- how the media impact on forming attitudes;
- about keeping themselves safe when involved in risky activities;
- when it is appropriate to take a risk and when to say no and seek help;
- that their actions have consequences and to be able to anticipate the results of them;
- about different forms of bullying people and the feelings of both bullies and victims;
- why being different can provoke bullying and know why this is unacceptable;
- different types of family arrangements, e.g. second marriages, fostering, extended families, etc.
- the diversity of values and customs in the school and in the community;
- the need for trust and love in established relationships.