

Kedington Primary Academy

Sex and Relationships Education Policy



Date Approved	
Signed	(Chair of Governors)
Minuted	(Date)
Date of Next Review	Autumn 2021

Definition

Effective sex and relationships education is essential if young people are to make responsible and well-informed decisions about their lives. At Kedington Primary Academy, we consider that it should not be delivered in isolation, but firmly rooted within the framework for Personal, Social and Health Education (P.S.H.E.) and Citizenship and the Primary Strategy. The P.S.H.E. curriculum will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role alongside other aspects of the curriculum and school life in helping pupils deal with difficult moral and social questions.

Members of staff responsible: SMSC Leader, Deputy Headteacher, Headteacher.

General Aims

The aims of this policy are taken from Sex and Relationship Education Guidance, 2000.

Attitudes and values

Through the delivery of P.S.H.E., at Kedington Primary Academy we help pupils:

- Learn the importance of individual conscience and moral considerations;
- Learn the value of family and stable and loving relationships for the nurture of children;
- Learn the value of respect, love and care;
- Consider and explore moral dilemmas;
- Develop critical thinking as part of decision making.

Personal and social skills

Sex and relationships education will be planned to help pupils:

- Identify positive things about themselves, setting personal goals;
- Learn to manage emotions and relationships confidently and sensitively;
- Develop self-respect and empathy for others;
- Recognise how people's emotions can change; deal with feelings about themselves, friends, family and others in a positive way;
- Learn how to recognise and avoid exploitation and abuse;
- Develop an appreciation of the consequences of choices made;
- Be aware of people with different values and cultures, e.g. racial and religious diversity, gender and disability.

Knowledge and Understanding

Sex and Relationships Education will be taught by class teachers and link with the Science scheme of work and P.S.H.E. It will normally be taught in the classroom with mixed gender groups. Parents may ask to withdraw their child from sex and relationships education by writing to the Headteacher. This letter will be kept with the child's records.

Some examples of opportunities for learning about physical development include:

Key Stage 1

1. How animals move, feed, grow, use their senses and reproduce;
2. How humans and other animals produce offspring and these grow into adults;
3. Recognition and comparison of the main external parts of the bodies of humans;
4. Recognition of similarities and differences between themselves and others;
5. Treating others with sensitivity.

Key Stage 2

1. Life processes common to humans and other animals including nutrition, growth and reproduction;
2. The main stages of the human life-cycle.

At Kedington, we believe that the curriculum should enable children to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of the body and describe how their own bodies work;
- Protect themselves and ask for help and support;
- Be prepared for puberty.

Sensitive Issues

At Kedington Primary Academy, we understand that parents and children may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the P.S.H.E. curriculum. Only the use of appropriate language by staff and children and the use of biological names are expected. Use of slang is regarded as unacceptable. Pet names will be discouraged and discussed with parents or carers. Inappropriate questions should be acknowledged, but the child told that it would be answered at a more suitable time. At all times, the teaching of issues related to sex and relationships will take account of the beliefs and attitudes of different ethnic and religious groups.

Inclusion

We teach sex and relationships education to all children, regardless of their ability, gender, race or faith. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

Confidentiality

At Kedington Primary Academy, staff should ensure that children know that teachers cannot offer unconditional confidentiality but they should reassure pupils that their best interests would be maintained. Any safeguarding issue must be referred to the Senior Designated Person (the Deputy Headteacher) or the Alternate Senior Designated Person (Headteacher).

Menstruation and Puberty

We recognise that boys and girls need to be prepared for puberty, and this will be taught to all children in Years 5 & 6. This will include information about menstruation and puberty.

Teaching and Learning

A range of teaching strategies is employed at Kedington Primary Academy. These include:

- A planned programme of teaching, as appropriate for different ages;
- Helping children develop confidence in talking, listening and thinking about sex and relationships;
- Establishing ground rules, 'distancing' techniques, making use of discussion and project learning and encouraging reflection;
- Appropriate use of whole-class time and small-group discussions and activities, especially when addressing sensitive issues;
- Visiting health professionals, who may have a discrete role and complement planned curriculum lessons.

Links to the Community

We encourage members of the Local Health Authority, such as the school nurse and other health professionals, to give us valuable support when appropriate.

Curriculum progression

This is taken from The Suffolk County Council Advisory Service's Curriculum Framework for P. S. H. E. and used by the Academy to ensure progression.

- Year 1
Changes, males and females are different, looking after our bodies, the right to say "No".
- Year 2
How have I changed, naming body parts (Science), feelings and emotions.
- Year 3
Friendships, appropriate behaviour, conflicts and causes, responsibility in relationships, changes, resisting pressure.
- Year 4
How to say "No", taking responsibility for our actions, dealing with feelings and emotions, coping with change and peoples' expectations.
- Year 5
Ground rules for working together on sensitive issues, physical, emotional, social changes, changes prior to puberty.
- Year 6
Becoming a teenager, responsibilities and the impact of change, feelings and emotions, boy/girl, parent/family relationships.