



Olveston CEVC Primary School Policy for Sex & Relationship Education/ Healthy Relationships and Lifestyles

Rationale:

Children start to learn about relationships, gender and sexuality long before they begin primary school. As soon as they are born they begin to learn about relationships through the experience of interacting with the significant people in their lives such as parents, carers, siblings, grandparents. Some of these experiences will be positive, some negative. Teachers and families must not shy away from these topics. By not talking openly and honestly, they will be sending mixed messages. Sex and Relationship Education (SRE) is defined within Personal, Social and Health Education (PSHE) and Citizenship. Olveston Primary keeps parents fully informed of the SRE programme within our school, giving them the opportunity to discuss content and make decisions about their child's participation.

School statement

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

Olveston CEVC Primary School implements the Sex and Relationships Education through the title of 'Healthy Relationships and Lifestyles.'

Aims

The following aims compliment those of the Science curriculum, (Key Stage 1 – 1b, 2a, 2f, 4a, Key Stage 2 – 1a, 2f).

- to have the confidence and self esteem to value themselves and others
- to understand about the range of relationships, including the importance of family for the care and support of children
- to develop confidence in talking, listening and thinking about feelings and relationships
- to be able to name parts of the body and describe how their bodies work
- to be prepared for puberty
- to understand the consequences of their actions and behave responsibly within relationships
- to be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- to understand the role the media plays in forming attitudes
- to understand how safe routines can reduce the spread of viruses including HIV

Content & Organisation

The school aims to provide a programme of sex and relationships (SRE) education in line with the Personal Social Health Citizenship Education (PSHCE) scheme of work.

Year Six children will, in addition, be shown a video 'Growing Up, A Guide to Puberty'.

Boys and girls will watch the programme together but can be split up afterwards for separate follow-up discussion with the class staff and School Nurse. We shall attempt to deal with questions in a sensitive, open, frank, and matter of fact way. Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Staff Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of staffs will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.

Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis).

Procedures for Pupil Withdrawal from SRE

A pupil cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence children who are withdrawn from PSHCE lessons will still receive biological information but not taught in the context of relationships. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that SRE could arise naturally from class discussion.

Children whose parents/carers exact their right to withdraw them from SRE will be temporarily transferred to an alternative class.

This policy should be read in conjunction with the Assessment policy, Teaching and Learning policy, Monitoring & Evaluation policy and individual subject policies.

Ratified by: _____

Date: _____

Review Date: _____