



Dallimore Primary & Nursery School

Sex & Relationships Policy

Introduction

- “All schools must have an up-to-date SRE policy which is made available for inspection and to parents. The policy must:
 - Define sex and relationship education;
 - Describe how sex and relationship education is provided and who is responsible for providing it;
 - Say how sex and relationship education is monitored and evaluated;
 - Include information about parents’ right to withdrawal; and
 - Be reviewed regularly

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

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

In addition, SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Sex and Relationship Education

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.
- 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.

We teach sex education through different aspects of our curriculum, mainly science and PSHE .

Foundation Stage

Children learn about how they change as they grow and discuss what they can do now, but what they couldn't do when they were babies. They learn about life cycles of animals and plants. In PSHE work, they develop skills to form friendships and think about relationships with others. They learn how to keep themselves clean and healthy. There are lots of opportunities in Thrive time and circle times to talk about relationships and feelings. Children are taught the importance of making their own choices about behaviour and not responding to peer pressure.

Key Stage 1

Through work in science children continue to learn about life cycles of animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. Through PSHE, assemblies and Thrive times, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Children are taught the correct names of body parts.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Children also learn about how babies are made and how to care for them once they are born.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

The organisation of Sex and Relationship Education

Miss J Hind is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, PSHE, circle and Thrive time, story times and assemblies. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, 4 you booklet, leaflets and extracts from videos.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up – Emperor Penguins/ Mister Seahorse/Zog Online

Unit 2 7-9 yrs Changes / How babies are made - Your Mummy ate my football

Unit 3 9-11yrs Growing up - Changes during puberty/ Human life cycle/ Gender groups for learning about reproductive organs and reproduction/ Consent

Specific Issues

- **Parental consultation**

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education but would be encouraged to discuss this with the head teacher, class teacher or SRE coordinator first.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection/safeguarding issue.

The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the LEA procedures for safeguarding/child protection.
A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teachers' responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Monitoring and evaluation

Monitoring is the responsibility of the head teacher and the teacher responsible for sex and relationships education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observations, sampling teachers' planning and discussions with pupils.

Date of Review: January 2025

Next review date : January 2028