




Date approved by Trustees: 19/1/17

Date of review:2018

Signed: 

## **SEX, RELATIONSHIPS AND HEALTH** **EDUCATION POLICY**

**Health is a state of physical, mental and social well-being.**

Our aim is to provide health education which:

- helps children to understand themselves and have good self-esteem
- provides knowledge and the appropriate skills and attitudes to use it
- gives children the chance to develop their full potential, physically, socially and mentally
- promotes positive attitudes towards health, and respect towards other individuals and groups.

## **PERSONAL AND ENVIRONMENTAL SAFETY**

We help children to:

- Understand that there is a range of environments, e.g. home, school, work, natural, built, urban, rural.
- Understand that individuals are part of these environments and have some responsibility for their care; develop an understanding of how and why rules are made concerning the school and other environments.
- Understand the potential dangers in different environments, e.g. road, water, home, and develop and practise appropriate ways of keeping safe and finding help.
- Understand that most substances can be harmful if not used properly, and learn simple safety rules.
- Understand that some people need medicines to live a normal life.

## **PROMOTING HEALTH**

Help children to:



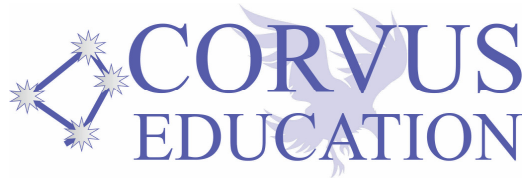
- Understand the need for and be able to practise personal routines, e.g. washing hands, cleaning teeth, using a handkerchief/tissues and using a nit comb.
- Understand that some diseases are infectious/contagious, and that transmissions may be reduced when simple, safe routines are used.
- Know that regular exercise can improve health.
- Understand that there is a wide variety of foods and choice may be based on such factors as needs, religion, culture, preference, finance, availability, health considerations.
- Know that food is needed for bodily health and growth, and that some foods are better for you than others.

### **SEX AND RELATIONSHIP EDUCATION**

We help children to:

- Understand the importance of valuing themselves and others.
- Recognise and deal with the range of their emotions.
- Appreciate ways in which people learn to live and work together, e.g. through listening, discussing, sharing.
- Acquire co-operative skills in work and play.
- Understand the importance of caring for living things.
- Recognise that there are different kinds of family.
- Understand the idea of growing from young to old.
- Understand that human babies have particular needs and that people develop at different rates.
- Correctly name parts of the body and be aware of the physical differences between male and female.
- Understand that they do not have to accept certain types of behaviour towards themselves.

The subject is monitored by the P.S.H.E Co-ordinator, but each Class Teacher has responsibility for presenting the subject in a balanced and sensitive manner. The Trustees are consulted on all issues concerning this subject and parents are offered every opportunity to consult the school if they wish (by law parents have the right to withdraw their child from these lessons, but we attempt to establish their importance to a broad & balanced education).



A pack of information provided by the school will be offered to parents who withdraw their children from these lessons.

### **Foundation Stage**

The following stages are developed through the Early years Foundation Stage stepping stones:

- Show awareness of own needs with regard to eating, sleeping and hygiene.
- Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.
- Observe the effects of activity on their body.
- Show some understanding that good practices with regard to exercise,
- The importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.

### **Key Stage 1**

1. Know that animals and humans move, feed, grow, use their senses and reproduce.
2. Know that animals and humans can produce offspring and that these grow into adults.
3. Know that humans develop at different rates and that human babies have special needs.
4. Be able to name parts of the body including the reproductive system and understand the basic differences between male and female.
5. Know about personal safety, e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help maintain personal safety.
6. Appreciate ways in which people learn to live and work together; listening, discussing, sharing.
7. To recognise similarities and differences between themselves and others and to treat others with sensitivity.

### **Key Stage 2**

- Begin to know about and have some understanding of the physical, social and emotional changes which take place at puberty.
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- Know that there are many different patterns of friendship; to be able to talk about friends with important adults.



- To enable pupils to develop the skills and understanding to make healthy decisions including in relation to external influences.

### **Family Life Education**

- Know that there are many different combinations of relationships that make up a family.
- Understand what is meant by “relationships” within families, between friends and in the community.
- Know how children develop from 5+ and be aware that there are different patterns of child rearing; understand the importance of good parenting.
- Know about the needs of the old/ill, disabled and understand what happens with death.
- Know about helping agencies which can support families and individuals in different circumstances

#### **Delivery:**

1. As topics
2. Through planned aspects of science.
3. Through planned aspects of P.S.H.E. & Citizenship programme.
4. Occasionally during assembly.
5. Visits from the school nurse and other relevant visitors.
6. Story time.

#### **Specific issues when teaching Sex & Relationship Education:**

All teachers are offered support and training in order to deal with issues confidently in the classroom. We aim to prepare both boys and girls equally for puberty. Single gender groups may be used if deemed appropriate and relevant. We try to set clear parameters as to what is taught in a whole class setting and what will be dealt with on an individual basis. If a member of staff feels ill-equipped to deal with specific issues, they will be supported by the P.S.H.E. Co-ordinator and relevant training will be made available to them.

We endeavour to ensure that adequate and sensitive arrangements are in place to help girls cope with menstruation and the request for sanitary protection.

We create a climate where pupils feel comfortable to discuss issues and ask questions without embarrassment.



### **Use of Visitors:**

The Trust will invite into school people who can resource and support the Sex Education Programme. These people may include parents, the school nurse, religious or health professionals. However, they need to adhere to the following procedures;

1. Visiting speakers are familiar with the Trust's Sex Education Policy.
2. The speaker uses sexual language references agreed with the P.S.H.E. Co-ordinator before the session takes place.
3. That any materials/resources used by the visiting speaker are acceptable under the terms of this policy.
4. The Class Teacher is aware of the content of talk, before the presentation takes place.
5. The speaker is aware of the parameters within which they must operate.
6. That all sessions delivered by an outside speaker is also attended by a member of staff, so that they can intervene if a breach of school policy takes place.

### **Answering Difficult Questions:**

Pupils' questions should be answered sensitively; due consideration should be given to any particular religious or cultural factors bearing on the discussion of sexual issues. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be addressed directly, and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the P.S.H.E. Co-ordinator or Headteacher if they are concerned. Teachers also need to be sure exactly what information the child is trying to ascertain, as sometimes children find it hard to phrase their questions precisely, for the answer they require.

*Children grow up in many different kinds of families. Some live with their mum and dad, some are adopted, others have two mums or two dads. In our school we will include, teach about and celebrate all the different families in our community through assemblies, curriculum and special events.*



**Sexual Language:**

The National Curriculum for Science requires that children are taught correct terms for parts of the body, including reproductive organs. At Corvus Education Trust we believe that there is a place for exploring the full range of sexual language. Not to do so adds to the perceived esteem, that the less acceptable words have, and encourages their use. The earlier this can be introduced the better, since it can help to combat the “giggle factor”.

**Complaints Procedure:**

Any complaints about the Sex Education Programme should be made to the Executive Headteacher who will report to the Trustees.

**Monitoring and Evaluation:**

The policy will be reviewed as part of our policy cycle in consultation with parents. This policy links closely with the PSHE & Child Protection Policy.

**Confidentiality:**

Legally the school cannot offer or guarantee absolute confidentiality see Child Protection Policy.

We aim to ensure that pupils best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support.

If confidentiality has to be broken then pupils are informed first and then supported by the designated teacher throughout the process.

Please also see Safeguarding Policy.

