

**RYDE COMMUNITY OF SCHOOLS  
GREENMOUNT COMMUNITY PRIMARY AND PRE SCHOOL  
Sex and Relationships Education Policy**

### **Rationale**

The contents and guidance set out in this policy have been discussed widely with staff and governors across Ryde and tailored to suit the school community at Greenmount.

As a school community, we believe that education in sex and relationship matters is the right and duty of parents but that the school has a complementary and important role to play.

We recognise that the children in our care come from a variety of social and cultural backgrounds with a range of needs and abilities. We therefore see sex and relationships education not as a separate subject, but as an area of learning which is placed in the context of the child's spiritual, moral, emotional and social development. Sex and Relationships Education provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. In school we will encourage relationships with a healthy, responsible lifestyle.

All children have the right to sex and relationship education, regardless of age, gender, race, culture or disability.

### **Introduction**

Staff, Governors and parents will work together to help pupils towards:

- Developing and understanding of the physical and emotional changes in themselves and others as they grow.
- Acquiring appropriate and correct language with which to talk about themselves changing and growing.
- Developing a respect for themselves and their bodies and one another, recognising and valuing similarities and differences.
- Recognising the importance and value of loving and caring relationships and family life taking into consideration relationship issues.
- Establishing appropriate loving and caring relationships with friends.

### **Aims and objectives**

We aim to offer a programme which recognises that the foundation of Sex and Relationships education is the development of self esteem and positive relationships with others.

Sex and Relationships education is linked to the wider aspects of the citizenship and PSHE curriculum as well as the science curriculum.

We aim to promote and support the spiritual, moral, cultural, mental and physical development of the children and to prepare them for the opportunities and responsibilities of adult life.

Our objectives are:

- Pupils will know that human beings develop at different rates;
- Pupils will know that we are all different and of equal value;
- Pupils will learn to take responsibility for their own well-being;
- Pupils will know that we have feelings which affect others;

- Pupils will learn to respect their feelings and those of others;
- Pupils will know that babies have specific needs;
- Pupils will be able to name all of the main parts of the human body;
- Pupils will learn how to keep themselves safe;
- Pupils will learn to appreciate the ways in which people learn to live and work together;
- Pupils will know about the human life cycle;

Our Sex and Relationship education curriculum will provide information which is easy to understand and relevant and appropriate to the age and maturity of the children. The curriculum will promote the exploration of values and attitudes. Relationship education will be taught in themes which will be developed from year to year in greater depth.

## **Guidelines**

Sex Education is not a subject which stands alone but is an ongoing process within the whole curriculum which deals with relationships, attitudes and feelings as well as biological functions.

Acknowledgement will be made of the pupil's different starting points.

Staff will respond to spontaneous questions naturally and truthfully if they arise during the course of normal classroom discussion in order to dispel anxieties and misinformation. (On rare occasions where a pupil shows a level of knowledge outside that normally expected for their stage of development, parents would be informed if appropriate – this should be discussed with the head teacher/CPLO before such a step is taken; see also the policy for Child Protection).

Staff will develop a programme of work which reflects the advice laid out in the Sex and Relationships Education Guidance DFEE 0116/2000 and Health Education Guidance. Pupils will follow the National Curriculum Programme of Study for Science, and the school guidelines on topics in Appendix 1, receiving knowledge and developing an understanding appropriate to their age and maturity.

Work will be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies such as the school nurse.

The views of parents, carers and governors will always be considered.

## **Ground Rules**

A set of clear, classroom based ground rules should be established, helping to create a safe and supportive environment in which staff and children do not feel embarrassed or uncomfortable about unintended/unexpected comments or questions from pupils.

- No one (staff member or pupil) will be expected to answer a personal question
- No one will be forced or coerced into taking part in discussion
- Meanings of words will be explained in a sensible or factual way
- Correct names of body parts will be used by staff
- Everybody's contribution will be valued and respected
- Confidentiality (please see below) will be respected, and children encouraged to use anonymity where possible

## **Healthy Lifestyles and Sensitive Issues Guidelines**

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. Our guidelines are designed to support teachers, assistants, parents and carers to achieve these aims. We will work with all children to help them achieve healthy lifestyles and consider sensitive issues, including bereavement.

## **The Role of Other Members of the Community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education programme. Other people that we call on may include social workers and youth workers.

## **Safeguarding Children**

Child protection – staff will refer to the school policy and the Council’s Child Protection procedures and guidelines.

Confidentiality – the limitations on confidentiality need to be made clear by staff members in line with the school’s and Local Authority’s procedures for safeguarding children. A general rule is that any personal information about people within a group is not to be used elsewhere in school without permission.

## **Right of Parents to Withdraw a Child**

We recognise that parents have the right to withdraw their child from aspects of the sex education curriculum which are not detailed in the National Curriculum Science document. All parents are informed of this right when their child enters the school via the school prospectus and are offered the chance to view the appropriate documentation and to discuss their concerns with the headteacher prior to making a decision.

## **Resources**

Resources include

- Use of incubator to hatch eggs
- Farm visits
- Encourage children’s baby siblings to visit
- Visit from pregnant mums and midwives
- Selection of appropriate books and stories for example ‘Helping Hands Series’, ‘Health for Life 1 & 2’, ‘Skills for Primary School’ etc
- Living and growing programme for Key Stage 2

## **Organisation**

Mr May is the subject leader for personal, social and health education. The subject leader liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children with these issues are aware of the school policy and that they work within this framework.

All staff are responsible for the planning and delivering of the curriculum in their own classes and upholding the general values throughout the school. Sex and relationship education will not be taught as a separate subject but as an integral part of the whole curriculum and within the general ethos of the school.

It is the responsibility of governors to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented and monitored effectively. It is also the head teacher’s responsibility that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

## **Monitoring and Review**

The personal development and well being group of the governing body will monitor our sex and relationship education policy on a regular basis in line with the policy review timetable. This group reports its findings and recommendations to the full governing body, as necessary if the policy needs modification. The personal development and well being group gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments.

## APPENDIX 1

### GREENMOUNT PRIMARY AND PRE SCHOOL

#### Guidelines for Sex and Relationships Education Themes

##### Early Years Foundation Stage

- People in my life; what they do for me and what I do for them.
- My moods; what/who makes me happy, sad, angry, etc
- Friendships
- My body and other people's bodies – similarities and differences
- The beginning of life – me, animals and plants
- Growth – in people, animals and plants
- Keeping healthy – washing hands, drinking water, healthy eating

##### YEAR 1

- My moods – when and why I feel happy, angry, safe etc
- Friendships
- Labelling parts of the body
- How we grow, sequencing the life of a person
- Relationships – groups, community, family, school
- Females have babies – animal and human
- Keeping healthy – teeth, eating, drinking, cleanliness
- Families and stable relationships – links with RE
- Celebrations in families – marriage, births – links with Church celebrations and RE

##### YEAR 2

- Changes as we grow
- Feelings in families – love, jealousy, etc
- What helps people to get on with each other – listening, sharing, respect, etc
- What makes me happy – feeling positive
- What I like and don't like about other people
- Keeping safe
- Caring for myself – hygiene, sleep, eating, drinking, exercise
- Inside my body – the functions of different parts

##### KEY STAGE 2

- Feelings – things which make me happy, embarrassed, scared, etc – coping with negative feelings
- Difficult situations – teasing and bullying
- Changes in my own body and in those of others; this will include menstruation
- Keeping healthy – exercise and diet
- Keeping safe – including internet safety talk, medicine and drugs
- Friendships – keeping friends, losing friends
- Making decisions – how it affects me/others
- Varied lifestyles in the class and wider community
- Appropriate relationships
- Why people get married