



Forest & Sandridge CE School

Sex & Relationships Policy

Key Document details:

Author: [T Butcher](#)

Owner: [A Wilcox](#)

Date

Ratified: [May 2016](#)

Approver:

Version No.:

Next review:

[A Wilcox](#)

[Version no 2](#)

[May 2020](#)

Our vision

Nurture, Grow, Flourish

“For I know the plans I have for you,” says the Lord... “plans to give you HOPE and a FUTURE.”
Jeremiah 29:11

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

Within God’s love, we will support and encourage one another to grow and flourish... to be the very best we can be.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

Aims

It is our aim that every child at Forest and Sandridge School should be given the opportunity to learn about his/her physical, moral and emotional development in a way which is easy to understand, is relevant and appropriate to the age of that child and which takes into account his/her culture and religious background.

Rationale

All schools have a statutory obligation to produce, and keep up to date, a written sex and relationships (SRE) policy. The 1994 DFEE guidance on sex education suggested that primary schools should aim to ‘prepare’ pupils to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction and this is what we intend to do through the operation of this policy. Sex and relationships education is about the understanding of the importance of marriage, family life, stable and loving relationships and friendships, respect, love and care. It is also about physical and the necessity to value one self and others.

Procedures

- SRE will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil’s development. Those elements of SRE which are included in the National Curriculum for science and the school’s science policy will usually be taught in the context of science lesson, while other elements will be included in the planning for circle time activities. Some aspects will also be covered by the school’s scheme of work for RE.
- All teachers will be sensitive to different backgrounds and cultures. They will do their utmost to generate an atmosphere of trust in which questions can be raised and answered without embarrassment. \on rare occasions it may not be appropriate to answer a child’s question.
- Any confidential disclosure by pupils will be dealt with using the procedure laid down in the Child Protection Policy.
- Pupils cannot be withdrawn from aspects of SRE, which are included in the National Curriculum, but parents may withdraw their child from some or all of the non-statutory provisions. Parents will be informed of this right in the schools prospectus and they will also be informed by letter at the start of any half term in which sex and relationships are to form the main focus of a lesson. Any child withdrawn from a lesson will work in another class during that session.

- HIV, AIDS and other sexual transmitted infections (STIs) will not form part of the syllabus for SRE. If STI's are raised as part a discussion during lessons, teachers will explain that children will learn about such topics at secondary school and that they are not appropriate for their age. Children asking such questions will be asked to talk to their parents about the topics.
- The sequence for teaching SRE is attached to this policy.
- A variety of resources will be used, these may include:
 - The Primary School Sex Education Pack- Health Wise
 - School Nurse
 - BBC Video-Growing UP

The sequence for teaching SRE:

Foundation Stage

As part of knowledge and understanding about the world:

- My body and other people's bodies – similarities and differences;
- The beginning of life – me, animals and plants;
- Ageing – how we know things are alive, dead, young or old.

Circle Time Activities:

- People in my life. What they do for me and what I do for them;
- My moods – Feeling happy, sad, angry and upset;
- Friendships;
- Loss and mourning – how we feel if a loved one or pet dies;
- Keeping safe – danger I might come up against and saying no.

Year One/Two

As part of the science curriculum:

- Changes as we grow;
- Caring for myself – hygiene, sleep, exercise;
- People who help me care for myself;
- The parts of my body.

Circle Time Activities

- Different types of families;
- Feelings in families, love, jealousy, anger, caring;
- What helps people get on with each other, listening, sharing;
- What makes me happy, sad;
- What I like or don't like about people;
- Keeping safe.

Year Three/Four

As part of the science curriculum

- Changes in my own body and in those of others;
- How babies begin and are born, how they grow;
- Keeping healthy – exercise, diet, the immune system.

Circle Time Activities

- Feelings – things which make me happy, sad, embarrassed, scared;
- Difficult situations – feeling left out, teasing, bullying;
- Friendships – who our friends are, how we make and lose friends;
- Making decisions – influences on me and how to say no;
- Keeping safe;
- Variations in lifestyles and differences in others, how we feel about differences.

Year Five/Six

As part of the science curriculum

- Body changes in myself and in others, why they are happening, this will include a visit from school nurse during the summer term;
- Taking care of my body, exercise and hygiene;
- Things that go into my body that help me, good food, some drugs and those that harm me, some drugs, cigarettes, alcohol.

Circle Time Activities:

- Decision making, risk taking;
- Feelings about the future;
- Families and how they behave – what members expect of each other;
- Expressing feelings and how we do this – being assertive, not bullying;
- Sexuality- -what it is and what words describe it;

Messages about health and sexuality from television, films and news