

# Hexham First School Sex and Relationships Policy

## Relationships & Sex Education Policy

Happy, Healthy Aiming high

### Our Mission

Our values-based school encourages and develops kindness, curiosity, ambition, respect, confidence and uniqueness through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and confident in a safe environment. We challenge and encourage our pupils to thrive and achieve as individuals, preparing them for their role as caring, active citizens in modern Britain and provide the tools for life- long learning.

### Aims

Sex and Relationships Education within Hexham First School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. The programme aims to provide information and knowledge to explore attitudes and values with children about relationships, emotions, self esteem and personal safety. Information will be delivered in an accepting and honest way, which enables young people to contribute in a safe and supported environment. This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The materials and resources that are used are available on request.

### Objectives

Effective sex and relationship education is essential for young people to make responsible and well informed decisions about their lives. Personal, Social and Emotional Health Education (PSHE) is taught from entry into school through to Year 4 as part of a balanced programme of Health Education. The objective of SRE is to help and support young people through their physical, emotional and moral development. SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life enabling them to make informed decisions about their health and well-being. (Sex and Relationship Guidance DfE 2000)

### Delivery

The majority of the SRE programme will be delivered by school staff either through class teachers or a member of staff who is a trained professional.

Parents have the right to withdraw their children from any 'Sex education' that falls outside of the statutory curriculum (they cannot withdraw from 'relationship education') (Education Act, 1996- they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns will be invited into school for discussions with the head

teacher and teachers responsible for delivering the programme, and to discuss materials and resources used. Should they still decide to exercise this right school will make provision for the supervision of the child within another classroom. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents and another member of staff.

### **Sex and Relationship Education will focus on:**

#### Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively. ● Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

#### Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

### **Curriculum Content:**

Reception and Year 1: The focus will be on children being able to understand the importance of:

- Safety in familiar situations
- About personal safety
- About people who help keep them safe outside the home
- What makes themselves and other special
- Roles and responsibilities at home and at school

- Cooperation with others
- They will learn about different feelings and how to manage those feelings
- How loss or change affects them and how it makes them feel

### **In Years 2, 3 and 4**

#### **Children will learn about:**

- Self-esteem and respect for their own and others bodies
- Knowing the correct names for the external parts of the body, including sexual parts ●
- Recognising risk/making safe choices – who has access to their bodies? ● Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings, bullying
- Personal hygiene
- Relationships (family, friends, love, marriage)
- New life – growth of human babies in the womb, birth of babies and caring for their needs
- Puberty – body changes in girls and boys using appropriate vocabulary; feelings and emotional change; how changes at puberty affect bodily hygiene, menstruation and wet dreams.

#### **Staff Development and Training Opportunities**

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues delivered by NCC. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD etc. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

#### **Links with other Policies**

Safeguarding

Child Protection

PSHE

Behaviour

Science

Anti Bullying

Confidentiality

Reviewed by governing body:

### Hexham First School PSHE /RSE Overview

	Year 1	Year 2	Year 3	Year 4
Autumn 1	Physical Health and wellbeing Fun Times	Physical Health and wellbeing-What keeps me healthy?	Mental Health and emotional wellbeing: Strengths and challenges	Identity, Society and Equality-Democracy
Autumn 2	Keeping Safe and Managing Risk-Feeling Safe	Mental Health and Emotional Wellbeing-Friends hip	Keeping safe and managing risk: Bullying – see it, say it, stop it (link is anti bullying week)	Drug, Alcohol and tobacco education Making choices
Spring 1	Identity, Society and Equality-Me and Others	Sex and Relationship Education-Boys, girls and families	Physical health and wellbeing: What helps me choose? Food (link with science)	Physical Health and wellbeing What is important to me?
Spring 2	Drug, Alcohol and Tobacco education-What do we put into our bodies?	Sex and Relationship Education-Boys and girls and families	Identity, Society and Equality Celebrating difference	Keeping Safe and Managing Risk-Playing safe
Summer 1	Mental Health and Emotional Wellbeing Feelings	Keeping Safe and Managing Risk indoors and outdoors	Careers, financial capability and economic wellbeing: saving, spending and budgeting	Sex and Relationship Education-Growing up and changing
Summer 2	Careers, Financial capability and economic wellbeing- My money	Drug, Alcohol and Tobacco education medicines and me	Drug, Alcohol and Tobacco education-Tobacco is a drug	Sex and Relationship Education-Growing up and changing