



Sex and Relationships Policy

	Name	Date
Committee with oversight of the policy	Curriculum and Standards Policy	
Lead Person	Vicky Atkins	
Prepared by	Cara Demetriades	
Checked by	Harsha Patel	September 2021
Approved by Chair of the GB	Tracy Simmons	
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Framework for Relationships Education

Intentions

Bell Lane Primary School is committed to giving all children the opportunity to develop as responsible citizens. The children will therefore develop their knowledge and understanding and decision making skills and hope to support them to lead a healthy and fulfilling life. We believe that Sex and Relationships Education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

The teaching of the Sex and Relationships Education will provide knowledge about caring relationships and the processes of human growth. It is intended that it will lead to understanding and attitudes which will prepare children to develop an understanding and respect for themselves, and to view their relationships in a responsible and healthy manner.

This aspect of the curriculum is an important part of a child's preparation for adult life. It is also important because many of the children will begin their pubertal changes by the latter years in Key Stage Two. It is helpful, therefore, if children learn about the changes and stages their bodies will go through from an early age, and look at the effects this may have on their emotions and relationships. Children often require reassurance that these changes, physical, emotional and maturational, are normal and acceptable.

Aims and Objectives

- To develop positive values, self-esteem and a moral framework that will guide their decisions, judgements and behaviour.
- To encourage exploration of thoughts, feelings and actions through personal relationships and the development of communication and decision-making skills.
- To help children understand that they are responsible for their body in all respects: health, hygiene and personal safety.
- Facts will be presented in an objective and balanced manner in order to correct misinformation, explore inaccurate messages and challenge stereotyping.
- To provide acceptable vocabulary for all parts of the body, appropriate to children's age and existing understanding.
- To prepare children to cope with the physical and emotional changes of growing up
- and provide information which aims to educate against prejudice and discrimination.
- To promote dialogue with children, parents, carers, teachers, youth workers, health professionals, social workers and all other adults involved.

Morals and Values Framework

Sex and Relationships Education should always be dealt with sensitively, with consideration being given to any particular religious beliefs or cultural values. By exploring similarities and differences, children will be encouraged to consider the importance of respect for themselves, acceptance of and responsibility towards the needs and views of others. Through this, it is intended that Sex and Relationships Education will provide children with a space and atmosphere within which they feel able to discuss their experiences, fears and misunderstandings.

Skills

Children and young people want to learn and practise personal and social skills which will help them to develop and maintain relationships, to take responsibility for their own and other's health and hygiene, to access support and help to make informed choices and decisions regarding their health and emotional well-being.

These life skills include:

- Personal skills: managing emotions and relationships confidently and effectively and developing empathy for others; developing independence in thought and action and defending values;
- Communications skills: listening to other, asking questions, expressing emotions, giving opinions, being assertive.
- Negotiating skills with friends, partners and adults.
- Practical skills: caring for self and others, accessing support and advice -making skills: sensible choices made in the light of relevant information, making moral judgements about what to do and acting on those judgements in particular situations, acting responsibly as an individual and with others.
- Problem solving skills: managing and resolving conflict.

Equal Access

Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups, but there may be occasions where pupils with Special Educational Needs are given extra support from support staff.

Working with Parents

We are committed to working with parents on the delivery of Sex and Relationship Education. Bell Lane Primary School is aware that the prime responsibility for this area of the curriculum lies with the parents, and it is hoped that we will complement and support this role. We will therefore always have regard to parents' views about content and presentation of the programme. Teachers are available, by appointment, to discuss specific issues and lesson content with parents. Consideration will be given to the needs of parents from religious groups who may not feel comfortable in dealing with the subject.

To withdraw your child from Sex and Relationship Education

Parents will be asked to give their consent for their child to take part in Sex and Relationships Education lessons in Year Five and Year Six. Any parents may withdraw their child from the parts of the Sex and Relationship Education curriculum that are outside the compulsory science curriculum. Alternative arrangements will be made for the children who are withdrawn. They will be supervised in other classes, with the minimum awareness of their peers.

Organisation of the Sex and Relationship Education

The guidance used for this area of education is taken from the National Curriculum and uses supportive material from Jigsaw Education.

The Sex and Relationships Education is not taught in isolation –but through science topics and Personal Social topics. It is also dealt with through answering children's questions appropriately and responding appropriately to opportunities that arise in the course of all teaching.

Relationship Education is delivered by class teachers in both mixed gender groups and single sex groups, as appropriate for the topics covered. In Year Five and Year Six pupils are possibly more sensitive to the changes experienced through puberty and it is in these year groups where we deliver sessions to separate girl groups and boy groups.

Curriculum Contents

A Relationships Education programme needs to encompass more than the giving of factual information about puberty. We believe that the issues about hygiene, moral, emotional and social aspects of life should be taught alongside the study of the human body and its growth and change. Teachers conduct lessons in a sensitive manner and children are given the opportunity to ask questions both openly and anonymously. If you would like to offer your views or discuss this framework further, we welcome your views as a parent and part of our school community.