Claypole Church of England Primary School

Sex & Relationship Policy

Our Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.
"If you believe, you will receive, whatever you ask for in prayer." Matthew 21:22

In educating children about Sex & Relationships we want to promote:

- the spiritual, moral, cultural, mental and physical development of children
- the preparation of our children for the opportunities, responsibilities and experience of adult life
- the majority views of our consulted parental body on sex and relationships education
- a full understanding of content and manner of delivery for everyone
- an appropriate understanding of the body's changes in respect of physical development.
- ensure that all children leave us with a full understanding of puberty and menstruation
- a framework of morals and values promoting respect for self and others,
- responsibility for actions, responsibility to family (whatever the family structure may be), friends, school and wider community.

An agreed definition of sex and relationships education adopted from the DfES guidance 200 (Ref 0116/2000) It is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children • 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 an understanding of difference and with an absence of prejudice
- developing an appreciation of consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge & understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

Relevant Content at Key Stage 1

Children will:

- learn about themselves developing individuals and as members of communities
- learn the basic skills for keeping safe (saying no to strangers) being healthy and behaving well
- have opportunities to show they can care for themselves and their environment
- begin to learn about their own feelings and moods and those of others (happy, sad etc.)
- be made aware of their views, needs and rights of other children and older people
- learn to share, take turns and help others
- learn how to resolve arguments and resist bullying and peer pressure
- begin to take an active part in the life of the school
- learn about their bodies and those of others, looking at similarities and differences learn about the beginning of life, their own growth and that of animals and plants
- learn about the senses
- learn about healthy food and eating patterns
- learn that humans and animals produce offspring who will grow into adulthood
- learn about the role of medicines and health
- learn about the benefits of regular exercise and fitness
- learn to recognise external parts of humans and animals and compare them
- learn about the differences between things that are alive and those that are not.

Relevant Content at Key Stage 2

Building on their knowledge and skills from Key Stage 1, children will:

- learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities within it
- learn about the wider world and the interdependence of communities within it
- develop their sense of justice and moral responsibility and learn how their behaviours can affect peers, local, global, political and social issues and institutions
- take part more fully in school and community activities
- face the changes inherent in puberty and prepare for transfer to secondary school
- make more confident, informed choices about health and the environment
- take more responsibility, individually and as a group for their own learning
- learn to resist peer pressure and bullying

Who will provide the programme?

The programme will be delivered principally by the class teachers who know their children best. The School Nurse, Community Police Officers and other appropriate Professionals will be called upon for assistance and advice as and when required.

Programme support

Considerable elements of the learning take place within the 'Hidden Curriculum' – that which is imparted through attitude, expectation, increasing children's responsibilities and teacher example – this informs and evolves the 'Whole School Ethos'.

- as part of the National Curriculum PSHE&C (Personal, Social and Health Education & Citizenship) programme • as part of National Curriculum 'topics'
- through planned aspects of the Science curriculum
- during Collective Worship
- through Religious Education and the study of other cultures
- through occasional planned visitors, e.g. police officers, health visitors etc.
- through story time sessions
- through 'R' Time sessions

Dealing with specific questions from children

During lessons or after video programmes, it is possible that other sensitive issues, e.g. homosexuality, HIV, contraception, abuse etc. may be raised by the children. Where the enquiry is of a general nature and the teacher feels

that a general answer to the class would be suitable s/he will give a simple and reasonable reply providing s/he feels qualified to do so and that the question does not come outside the remit of this policy.

If the teacher feels the question is better answered on an individual level, or to be referred back to parents, s/he will do so sensitively and under appropriate circumstances. It may be appropriate to simply inform the child that the issue will be dealt with at secondary school but they may wish to discuss it with their parents or carers if they are concerned by it.

Teaching methods

All usual teaching methods will be employed. However, for some aspects of the programme it may be more appropriate to teach boys and girls separately, depending on the needs of the group and the feelings of the teacher.

The right to withdraw

All parents/carers have the right to withdraw their child from all or part of the above programme with the exception of those parts included in the Statutory National Curriculum.
On receipt of this policy, parents will be required to indicate their wishes. However, parents will be given the opportunity to view the DVD programme before this is shown to their child. Parents may adjust their wishes at this point.

Assessment and Reporting

- Assessment takes place according to National Curriculum for aspects covered by National Curriculum
- For other aspects of this policy, assessment takes place through observation, marking children's work, talking to children and feedback from parents, governors and staff
- Details of children's progress are reported annually through the written school report to parents.

Equal Opportunities

In the teaching and delivery of this policy, we seek to provide for the particular needs and aspirations of every child and adult within the school community, regardless of physical ability, special needs, gender, religion, race or culture.

This policy is reviewed annually and revised as necessary (*date at bottom)*

Specific Resources used for some key aspects of this learning

A range of resources are available and will be added to over time. Our base resource is the Living and Growing Programme consisting of videos and worksheet resources. Resources used in Science, PSHE&C, R.E. and other aspects of our curriculum will also supplement this aspect of learning as appropriate.

We use the Living & Growing materials as follows:

Years 1 and 2

Unit one: Programme One
Gentle introduction about boy/girl differences
Unit one: Programme Two
Gentle introduction into reproductive system and babies' development.

Years 3 and 4

Unit one: Programme Three
Gentle introduction into growing up
Looking at personal development, family similarities and family trees.
Unit two: Programme Four
Entitled 'Changes', programme four is a gentle introduction to puberty.

Years 5 and 6

Unit two: Programme Five
'How babies are made' - this is a quite detailed through cartoon animation.
'Loving relationships' – interviews with loving couples about feelings and relationships.

Unit two: Programme Six

'How babies are born' – this programme contains a short clip of a live human birth.

Unit three: Programme Seven

Girl talk focusing on the details of growing up, mainly focuses on relationships and hygiene.

Unit three: Programme Eight

Boy talk focusing on the details of growing up mainly focuses on relationships and hygiene.

Unit three: Programme Nine

'Let's talk about sex'- this is a useful Year 6-7 transition programme which considers how sex is presented in the media, sexual stereotyping and reassures pupils that their changing emotions are a normal aspect of puberty. There are references to homosexuality and contraception. This will be used depending on the maturity levels of the year group at the time or groups within the year group.

Reviewed: FGB June 16th 2025

Next review date: Summer Term 2026