

KULB Collaboration



Sex Education and Relationships Policy

Document History

Kingswood Policy Written in March 2009 by Miss E Hickling
 Discussed with staff March 2009
 Teaching Staff in post: Mrs Dolan, Miss Goodey, Mrs Hart
 Resources viewed by Governors 7 July 2009
 Agreed by the G.B. on 15 July 2009
 Reviewed by Miss E Hickling September 2010
 Teaching staff in post: Miss Hickling, Mrs Dolan, Mrs Hart, Mrs Wheatcroft and Mrs Le Mar
 Re-approved by Full Governing Body on 29 September 2010
 Reviewed by Miss E Hickling September 2011
 Teaching staff in post: Miss Hickling, Mrs Dolan, Mrs Hart, Mrs Wheatcroft, Mrs Le Mar and Mrs Scudder
 Re-approved by Full Governing Body on 28 September 2011
 Reviewed by Miss E Hickling September 2012
 Teaching staff in post: Miss Hickling, Mrs Dolan, Mrs Hart, Mrs Wheatcroft, Mrs Le Mar, Mrs Philips and Miss Jones
 Re-approved by Full Governing Body on 26 September 2012
 Reviewed by Miss E Hickling September 2013
 Teaching staff in post: Miss Hickling, Mrs Dolan, Mrs Hart, Mrs Le Mar, Mrs Philips and Miss Jones
 Re-approved by Full Governing Body on 18 September 2013
 Reviewed by Miss E Hickling September 2014
 Teaching staff in post: Miss Hickling, Mrs Dolan, Mrs Hart, Mrs Le Mar, Mrs Philips and Miss Jones
 Re-approved by Full Governing Body on 17 September 2014

 Kingswood Policy reviewed and adapted for KULB-wide use November 2015
 Approved by CSC on 24 November 2015
 Annual Review

This policy will be achieved through strong links made to our Christian values at Ulcombe Church of England Primary School

Endurance Compassion Thankfulness Friendship Forgiveness Trust

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What is our Sex Education and Relationship Policy?

Our sex education and relationship policy will be very closely linked with health. We want to build a firm partnership between home and school, working with parents to provide sex education as part of our school's health education programme.

It is vital that sex education should be presented in a moral framework within the contexts of family life, relationships and understanding themselves and their own feelings. We will help children to be able to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make. We will help the children develop assertiveness skills and the ability to respect themselves and others in the context of their own sexual development.

This very important, but sensitive, subject should not be 'bolted on' to the curriculum. It will be gradually developed, progressively and appropriately, as the children mature through their primary phase.

What are our Aims?

- To increase the children's awareness of the importance of relationships within the family and between friends.
- To teach the children how to look after their bodies through diet, hygiene and exercise.
- To teach them to respect their own and others' bodies and feelings.
- To teach the children about their changing bodies.
- To teach the children about birth and to give them an elementary understanding of human reproduction.
- To answer all children's questions about their bodies and human reproduction honestly and factually.

Who is Responsible for the Teaching of Sex Education?

The teaching staff at KULB Primary Schools will build on the sex education that will already have begun at home.

Home life should promote secure and loving relationships, where the child's self-esteem and well-being should be of paramount importance. Behaviour patterns begin at home - and healthy attitudes towards social behaviour and good health from parents will positively influence our children.

We will invite parents in to school to view the programmes which will be shown to their children. There may also be the opportunity to view it at home. The programmes will be delivered to specific year groups, not to mixed aged groups. Parents will then be able to support at home, what their children are learning in school, from an informed point of view and the children will not get 'mixed-messages'.

Our teaching staff will monitor and evaluate the sessions taught and feed back to the headteacher straight away if it is felt that an issue has arisen. If not, sex education reviews will take place in staff meetings once a year group has completed the 'course' each year.

Children with Special Needs

We aim to give special needs children full access to our sex education and relationships programme by developing certain strategies to ensure that they are not disadvantaged. These children often need more help than others in coping with the physical and emotional aspects of growing up, particularly in expressing themselves in a classroom or large group situation.

We aim to help these children by:

- Allowing for resources to be made available and time allocated for discussions in small groups.
- Presenting our material and information in a visually stimulating way.
- Discussing topics in a relaxed and informal situation.

When Will Our Children Be Learning About Sex Education and Relationships?

Sex and Relationships Education will be taught at different stages of the child's school life through stories, drama, discussion, reading, visits and television programmes; through Science, R.E. and English topics.

What Will Our Children Be Learning?

We shall use the Channel 4 series 'Living and Growing' as our support material and DVD.

In all year groups the main emphasis is always on relationships.

Parents will have the choice of what programmes their children see, and each year, staff will decide with parents, the programme to be shown. Recommended programme schedule is detailed below.

Year 1 (Unit 1 Programme 1)

The children will be learning about 'differences', which has the theme of 'living things': the difference between male and female, feelings and life cycles.

- Living and Non-Living
 - Male and Female
 - Girls and Boys (stereotyping)
 - Naming Body Parts
 - Same but Different (Common features and important differences)
 - Our uniqueness
 - Moods and Feelings

- Life Cycles (Growth and Change)

Annual consultation with parents takes place before resources are introduced to pupils.

Year 2 (Unit 2 Programmes 2 and 3)

The children will firstly be thinking about 'How Did I Get Here?' The theme is 'Growing' and looks at growth and change from the point of view of the child. It also covers the growth of the foetus during pregnancy.

Secondly, the children will be thinking about 'Growing Up'. The theme is 'Where Do I Come From?' and continues work on life cycles, growth and change and relationships.

- What do things come from? (The idea that all living things originate from other living thing).
- Birth Fact File (What does 'Birthday' mean)?
- Growing Up (Changes so far & changes in the future)
- What Can We Do? (What will we be able to do when we are older?)
- Parts of the Body (Considering the physical changes from childhood to adulthood).
- Who Are We Like? (Understanding that they are made by two grown-up people: a man and a woman)
- Nine Months (the concept that the baby grows gradually inside the mother's womb)
- In the Womb (Factors which affect the baby)
- Whose Present? (examining different needs at various stages)
- What Can I Do? (Growing and changing)
- Baby Animals (all living things reproduce and the female gives birth)
- Family Tree – relationships
- My Friend – relationships beyond the family
- Achievements (We are special people – self-esteem)
- Meal Time (How our tastes change)
- Clothes (Who wears what and when)

Year 3 (Unit 2 Programme 4)

This year group will be looking at changes, both physical and emotional at the onset of puberty. It reaffirms that puberty is a normal and natural process.

The children will also be looking at 'How Babies Are Made'. The programme examines the whole process of life cycles and reproduction, friendships and feelings.

- How Do We Change? (Recognising physical changes)
- Make Your Choice (Some changes we have control over/ others, we don't)
- Find a Feeling (Considering feelings – both positive and negative)
- Sort the Changes (Consolidates the children's understanding of the changes they will experience)
- Inside our Bodies (Looking at all organs)
- Big Words, Little Words (Extends biological vocabulary)

- Periods – what do you know? (Removing anxieties)
- Past, Present Future (How have they changed? What next?)

Year 4 (Unit 2 Programmes 5 and 6)

The children will continue looking at how babies are made and then progress to how they are born. Relationships and feelings are reviewed. It focuses on the development of the baby in the womb, its needs and inheritance of physical characteristics.

- Life Cycles (Why reproduction is necessary in all species)
- The Fertilisation Game (Helps understand some of the processes of fertilisation)
- How Does a Baby Start? (at an appropriate level)
- Bring Me Sunshine (consolidates the children's understanding of the positive and negative feelings)
- As Time Goes By (Rites of passage)
- Building For a Baby (The impact a baby has on a household)
- My Family (the importance of family relationships)
- Recipe for a Good Friend (Qualities for a Good Friendship)
- Love is.....(Reflecting on different kinds of love – for friends, for family, for pets, for places, for possessions.
- Feeling Good (How can we make other people feel good?)
- Who Does What? (Roles and stereotyping)
- Healthy Mum and Healthy Baby (How this is linked during pregnancy)
- Life Support Systems (The umbilical cord)
- What a Big Baby! (Rate of growth in the womb)
- How is a Baby Born? (The stages of labour – at a simple level)
- Don't They Look Like....? (Why children resemble their parents)

Year 5 (Unit 3 Programmes 7 and 8)

These units are also reinforced with a visit from the school nurse.

During this year the children will examine the physical and emotional changes that take place for both girls and boys at the onset of puberty: Girl Talk and Boy Talk.

- Check out the Changes, Girls! (recapping information)
- Menstruation
- Everything About Periods (Creating a leaflet)
- The Problem with Girls (Sharing problems)
- Clean Up (The importance of good hygiene)
- Conception Myths (preventing pregnancy)
- Girl Facts (Dispelling myths)
- What's the Score? (Assessing knowledge acquired)
- Check out the changes, Boys! (recapping information)
- Sperm
- A Friend Indeed (Importance of relationships with friends of both sexes)

- The Problem with Boys (Sharing problems)
- Boys *Do Cry* (stereotypical attitudes)
- Show You Care
- Boys v Girls (Stereotypical attitudes)
- Further Your Score (Assessing knowledge acquired)

Year 6 (Unit 3 Programme 9)

The Theme for Year 6 is 'Let's Talk About Sex'. It examines the development of relationships, the images of sex created by the media and popular culture, and marriage. Conception and contraception are explored along with stereotypical attitudes towards sex and relationships.

- Soaps (using soap operas to discuss relationships)
- Too Sexy for my Shirt (Use of sexuality in popular music)
- First Time (Riding a bike to kissing)
- Diamond Relationships (What makes relationships work)
- Love and Marriage (The importance of family life)
- Product Power (The power of sexuality in advertising)
- Contraception Crisis (Factual information and shared responsibility)
- Puberty Pyramid (Consolidation)

The school nurse will talk to Year 6 children about their changing bodies. A separate talk will be given to girls and boys and then the two groups will be brought together for a whole group talk/discussion. A video may be used to support the session.

Throughout the Sex Education and Relationships programme, the class teacher will support the programmes with further explanation and discussions. There will be ample time for children's questions which will be answered honestly. If a question is deemed unsuitable to answer in a whole class situation, then the class teacher will first discuss it with the parents concerned to see how they would like the situation handled.

Do Parents Have a Say in How Sex Education is Taught in School?

Section 405 of the Education Act 1996 allows parents to wholly or partly withdraw their children from sex education, except so far as that education forms part of the National Curriculum...'

It is hoped that if parents have some concerns about any of the issues to be covered during their child's education at a KULB Primary School, then they will discuss these concerns with the class teacher or headteacher before withdrawing them from the session/s.

If parents do decide to withdraw their child from any or all sessions on sex education they should notify the headteacher in writing. Alternative lessons will be provided.

Co-operation between governors, parents and school staff will help make this a working and meaningful policy which will help ensure our children grow into thoughtful, balanced and healthy adults in both body and mind.