



## **Stroud Valley Community Primary School – Sex and Relationships**

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'The Government believe that all pupils should benefit from high quality sex and relationships education at school; that schools have a clear role in reinforcing the information that children receive from parents, and in providing them with a safe and supportive environment in which to develop the knowledge they need to make wise and informed choices later in life.

(Minister of State for School, Feb 2012)

Sex and Relationships education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships. It is learning about sex, sexuality and sexual health. It is about teaching children to stay safe.

We want our young people to be able to make healthy choices in relationships and in their lives.

We aim to:

- provide children with the factual information and knowledge that will enable them to make informed choices about their lives;
- develop skills (language, decision making, assertiveness) to make the most of their lives;
- encourage children to have respect for all relationships;
- develop children's self-respect and respect for others;
- answer questions factually and encourage discussion as appropriate;
- encourage responsibility for themselves.

We want our children to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- be able to name the parts of their body and how they work;
- be able to protect themselves and ask for help;
- be prepared for puberty;
- to develop skills for a healthier and safer lifestyle.

We believe all children have an entitlement to SRE education and carefully consider their needs in terms of their understanding; sexual orientation and cultural background. We value different backgrounds and beliefs and aim to promote tolerance and understanding.

Learning about sex and relationships can provide the ideal form to challenge stereotyping and views such as those around homophobia.

Sex and relationships is taught through our PSHE curriculum; we use Gloucestershire's Pink Curriculum for this. An outline of the areas covered in each year group can be found with this policy and on the curriculum section of our website.

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We use a series of short videos from the Living and Growing Series to start open ended discussions about sex and relationships. These materials are covered during six and an outline is given to parents at the beginning of the year. All parents will be given the opportunity to watch the clips before we use them with the children.

The science curriculum involves learning about life processes including reproduction and the main stages of the human life cycle. Programmes of study from the science orders are detailed in appendix one.

Both sexes are treated equally and sex / relationships is taught in mixed gender groups. It is important that both sexes learn to understand the similarities and differences between the genders if they are to develop healthy, open relationships.

Sex and Relationships is taught in a safe, non-judgmental environment where adults and children feel confident they will be respected.

### **Parental Consent**

The National Curriculum Science orders are statutory and parents do not have the right to withdraw their children from this aspect of learning.

They are informed about the aspects of the sex and relationships education that are not included in the science curriculum and therefore have the right to ask that their children are withdrawn from these sessions. If a parent feels this request is appropriate we would ask they discuss their decision with us so we can better inform them about our coverage and reassure them of the outcomes for the children.

This policy is available on the school website for their information.

### **Safeguarding**

One outcome of our sex and relationships work is that children are enabled to protect themselves and ask for help if necessary. We want them to understand what constitutes a safe and unsafe situation including actions to take if they feel unsafe at any time. Sex and relationships is taught in an open, non-threatening way and we encourage children to talk.

We recognise that discussing sex with children may infringe on their experiences outside of school and may be a time when children disclose information. All staff are fully aware of our safeguarding procedures and will follow these if appropriate. Children must feel empowered to talk about concerns of sexual abuse or anything they feel uncomfortable about.

It will be made clear to children that they are able to talk to an adult in school at a separate time if they need to.

This policy is consistent with current national guidance (Education Act 1966 and Learning and Skills Act 2000.) It is also consistent with 'Sex and Relationships guidance (DFE 2000.)

**Policy Review**

Policy Title	<b>Sex and Relationships</b>
Date Policy Ratified by Governors	March 2016
Committee Responsible	Teaching, Learning and Assessment
Date for next review	March 2018

Appendix One

Science

National Curriculum Programmes of Study

Year One

**Animals, including Humans.**

Statutory Requirements

Children should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year Two

**Animals, including Humans.**

Statutory Requirements

Children should be taught to notice that animals, including humans, have offspring which grow into adults

The notes and guidance read that ‘they should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

‘The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Year 5

**Living Things and their Habitats**

Statutory Requirements

Children should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

And to describe the life process of reproduction in some plants and animals.

The notes and guidance read that ‘pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

**Animals, including Humans.**

Statutory Requirements

Children should be taught to describe the changes as humans develop to old age.

The notes and guidance read that pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

