

Greenholm Primary School

Relationships and Sexual Education policy.

Overarching statement.

At Greenholm School we believe that sex and relationships education is an integral part of our curriculum which educates, celebrates and respects diversity. We aim to provide a carefully planned programme covering human development, relationships, sexuality, identity and family life within a safe and familiar environment so our children have the foundations to build meaningful and healthy relationships in their own lives.

Aims

- To equip our children with the tools they need to make informed, healthy decisions about their lives not only while in our care but in the future.
- To teach our children about respect, not only for themselves but others and use this to aid their transition from childhood through to adolescence and adulthood.
- To create and maintain an environment where both children and teachers feel safe and comfortable while nurturing their feelings of confidence and self-worth.
- To teach children the scientific facts about how our bodies change, human growth and development as well as reproduction.

Sex and Relationships education in the context of the national curriculum.

Greenholm Primary School has a statutory duty to teach the following as part of the Science National Curriculum, parents do not have the right to withdraw their child/children from the below aspects if the Science Curriculum.

Key Stage 1

- Children are taught that animals, including humans, move, feed, grow, use their sense and reproduce.
- To recognise and compare the main external parts of the bodies of humans using biological terms.
- To recognise similarities and differences between themselves and others.
- Identify, name, draw and label the basic parts of the human body.

Key Stage 2

- Describe the changes as humans develop to old age.
- Children are taught that nutrition, growth and reproduction are common life processes for humans and other animals.
- Describe the life process of reproduction in some plants and animals.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- The importance of hygiene.
- About puberty and bodily changes.

Through Religious Education (RE), Social and Emotional Learning (SEAL) and PATHs Children are also taught:

Key Stage 1

- What is different and similar in their homes.
- Gender stereotyping.
- Personal hygiene.

Key stage 2

- About stereotypical ideas regarding parenting and family roles.
- About the importance of relationships, focussing on the development of friendships and maintaining these so they stay healthy.
- To recognise to know their own worth as individuals and challenge stereotyping.
- -identify +ve qualities and expectations for a variety of relationships
- About 'self-image' how they perceive themselves and how this may not be how others perceive themselves.
- To identify things they are looking forward to when they move into the stage of becoming a teenager and the responsibilities that growing up brings them.
- Body image
- Respecting their bodies
- Upper key stage 2 will look at sexual identity.

Training of staff

It is the teacher's responsibility to remain up to date with the SRE programme in school.

All staff will have an up-to-date knowledge of the SRE programme and will also undergo training on a regular basis.

Delivery of programme

Children may be taught in both single or mixed gender groups dependent on the topic being delivered and when appropriate.

Throughout each year group, appropriate resources (selected with sensitivity given the age of pupils) such as diagrams, videos, books, and discussions will be used to assist learning.

Every child, including those with SEND, are entitled to learn about SRE and the programme will be/is designed to be inclusive.

Teachers will answer questions sensitively and honestly, and adapt their lessons accordingly.

The SRE programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy, birth, healthy relationships through the science curriculum and SEAL/PSHE.

Parents/carers will be consulted on what will be taught, receiving prior notification of the SRE programme to enable them to discuss issues with their own children or staff.

Working with parents

The school understand that that the teaching of some aspects of the sex and relationship programme may be of concern to parents/carers, therefore topics that will be covered can be found and reviewed by parents. Parents/carers will be regularly consulted on the content of the programme through letters and will be informed when it is being taught. This will provide opportunities for parents/carers to discuss the content of the lessons with the class teacher.

The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

Equal opportunities

The school will ensure that no teachers express their personal views and opinions when delivering lessons and is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offense.

The school abides by The Equality Act 2010, and fully respects the rights of the pupils and staff members, regardless of any protected characteristics that he/she may have.

Monitoring and review

Monitoring is the responsibility of the SLT and the named teacher with responsibility for RSE. The RSE programme will be reviewed alongside teachers in both key stages and any adaptations will be made as necessary. All members of staff will be involved in the delivery of our RSE curriculum as well as ensuring clear open lines of communication exist between school life and home life.