



Orchard Vale Community School Sex and Relationships Education Policy

What is Relationship and Sex Education?

It is lifelong learning about physical moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect for others, love and care. It is also about the teaching of sexual activity. At Orchard Vale Community School we believe that the programme of study should start in the Foundation Stage with a focus on feelings, relationships and physical changes and progress into Key Stage 2 to learning about changes in the body at puberty, emotionally and physically and how a baby is conceived and born.

There are three main elements to Relationships and Sex Education:

Attitudes and values

- Learning about the value of family life and stable loving relationships for the nurture of children
- Learning about the value of respect, love and care
- Exploring and considering 'should I, shouldn't I issues'
- Learning how to make good decisions

Personal and social issues

- Learning how to manage and talk about emotions and relationships, confidently and sensitively
- Developing self-respect and empathy for others
- Developing understanding and acceptance of others
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Learning how to make and keep friends
- Learning what a girlfriend and boyfriend are

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction and sexual health
- Learning about contraception and avoidance of unplanned pregnancy
- Knowing that they can ask for advice and help
- Knowing that underage sex is illegal
- Knowing emotions can become erratic as the body matures
- Knowing that there are different kinds of relationships

The SRE programme is to be incorporated in the Science curriculum or PSHE work for each year. The scheme of work is separated out for the purpose of clarity of policy.

The essential features of the scheme are the building of an understanding of sex and relationships at a level appropriate to age and maturity, within the guidelines of DFEE **Sex and Relationship Education Guidance publication (July 2000)**. These guidelines are, in turn, based upon the National Curriculum and the National Healthy School standard.

There are areas not included in detail, such as sexuality, contraception or family planning, or sexually transmitted diseases. These are considered in the SRE programmes of the Secondary schools to which our pupils transfer. However, where questions about matters such as these are raised, staff will deal honestly and sensitively with them, offer support where necessary, and refer pupils to their parents or other supporting agencies (e.g. the school nurse) as appropriate. As part of the teaching on Human Reproduction a lesson covering sexual intercourse will take place at Year 6. This will be in full consultation with parents and parental permission will be requested along with an invitation to view the materials beforehand.

The areas of study will be taught as follows:

Foundation Key Stage

- People in my life who they are, what they do for me, what I do for them, what we do together
- Feelings- happy, sad, excited, comfortable, worried etc.
- My body- the names and functions of the main external parts of the body
- Taking care of my body keeping clean and safe
- Growing- self, plants, animals

Year 1 and 2

- Keeping Safe
- Families- building on “people in my life” from above, looking at own families and how people in families get on with each other and exploring feelings in this context.
- My body- the names and functions of more of the main external parts of the body, the names and functions of the main internal parts of the body
- Friendships- what helps people get on with each other (listening, sharing, courtesy, etc.)
- Families- considering different types of families, births, weddings, and other family celebrations.
- Changes- as we grow size, strength, capabilities, feelings. How people grow at different rates. Considering the needs and caring for babies as they grow.

Year 3 and 4

- Reproduction- learn the biology of animal and plant reproduction
- Wider relationships- making, keeping and mending friendships; appreciating differences in others; considering the groups to which people may belong
- Likes and dislikes- considering what makes us like or dislike someone and how we manage the feelings associated with these.

Year 5 and 6

- Human Reproduction- learning about how human babies are conceived and develop to birth; how they are born and are cared for in the early weeks and months. Find out about the parental roles of mother and father and the importance of the wider family. Consider the differences there are in family size and make-up, and the reasons for these. *(Lesson covering sexual intercourse to have permission obtained from parents).*
- Feelings about change considering changes that take place as we grow up, what feelings they may evoke, and how to manage them.
- Decision making- considering the responsibility each individual has for their own body and relationships, the implications of these for behaviour, the effect of decisions upon self and others (especially decisions about “special” relationships between two individuals).
- Media messages about relationships and sexuality considering the portrayal of personal and family relationships in the media and relating these to the principles underpinning relationships such as marriage and partnerships.
- The natural development of the subject means that we would explain fully all aspects of the physical and emotional changes experienced by children as they reach puberty. A channel 4 video programme, called ‘All About Us – Living and Growing’ will be used to underpin the work. The video can be borrowed by parents in preparation for the work covered. We also make sure parents are informed when the children will be watching the video so that they can follow up any questions that may be raised at home.

Year Group	Learning Outcomes
EYFS	<ul style="list-style-type: none">• Respond to significant experiences showing a range of feelings when appropriate.• Have a developing awareness of their own needs, and the views and feelings of others.• Form good relationships with adults and peers.• Dress and undress independently and manage own personal hygiene.• Find out about and identify some features of living things, objects and events they observe.• Extend vocabulary exploring the meanings and sounds of new words.
1/2	<ul style="list-style-type: none">• Develop and be able to practise simple ways of keeping safe and finding help.• Know there are different types of families and describe individuals’ roles and appreciate ways in which people learn to work and live together.• Appreciate ways in which people learn to work and live together.• Know the names and functions of the main external parts of the body and know the main internal parts of the body and their functions, heart, lungs, stomach, brain, skeleton.• Understand the idea of growing from young to old.

3\4	<ul style="list-style-type: none"> • Managing their feelings towards others. • Friendships are started, maintained, and formed in various contexts (e.g.Clubs, school, etc.) • Know that plants and animals reproduce to continue the cycle of life. • That there is a variety of forms of reproduction in animals, e.g. birds, cats, (focus on pets)
5\6	<ul style="list-style-type: none"> • To know how human babies are started, develop to birth and are born, and cared for. • To know about parental roles and the importance of the wider family. • To know that families vary in size and make up, and some of the reasons for that. • To learn that: choices have consequences; you are responsible for your own body; peer pressure can be coped with on your terms; media messages can be questioned; there are moral and faith contexts for marriage and relationships.

Review procedure.

This policy was discussed with governor and staff representatives in February 2015 and presented to the governing body in February 2015. It will be subjected to a bi-annual review.

Policy approved by governing body February 2015

The policy will be reviewed in February 2017

*This review may take place sooner due to government changes in the teaching of SRE.