



Kents Hill School & Nursery

SEX AND RELATIONSHIPS EDUCATION POLICY



Adopted by Governing Body:	Spring 2021
Responsibility for review:	LTSW Committee
Review Date:	Spring 2022

Sex and Relationships Education Policy Statement

At Kents Hill School & Nursery, Sex and Relationships Education (SRE) is taken to mean:

“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care...It is not about the promotion of sexual orientation or sexual activity- this would be inappropriate teaching.” (SRE Guidance July 2000, issued by the Secretary of State for Education).

SRE Primary schools

“Recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children, as set out in Key Stage 1 of the National Science Curriculum.

In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. “(BRIEFING PAPER Number 06103, 26 July 2016 Sex and Relationships Education in Schools (England) By Robert Long)

High quality SRE helps create safe school communities in which children’s can grow, learn and develop positive healthy behavior for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a programme that enables children to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their children’s wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

(Sex and relationships education (SRE) for the 21st century supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000))

Sex and relationship education will reflect the values held at Kents Hill School. SRE will be taught in the context of **relationships** and through the National Curriculum Science for KS1. In addition SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all children are entitled at an age appropriate level.
- To clarify/reinforce existing knowledge.
- To raise children's self-esteem and confidence, especially in their relationship with others.
- To help children understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

The teaching programme for Sex and Relationship Education **Legal requirements**

All schools must teach the following as part of the National Curriculum Science, parents **do not** have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

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 of the five senses.
- Children should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Science, along with a programme of PSHE can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

“Relationships Education Relationships are a “Golden Thread” woven throughout the Jigsaw Programmes as well as the focus of specific learning in the Relationships Puzzle (unit). Jigsaw is eager to start by building a positive relationship with self and looking outwards to building relationships with others. All of the session plans within Jigsaw include activities to enhance social skills. Many have this explicitly within the main session teaching and/or within the activities suggested for group work. The DfE Guidance for Primary Schools states that children should learn about families and the characteristics of a healthy family life, and how important friendships are in making us feel happy and secure, and how people choose and make friends. This important work begins in EYFS in Jigsaw, for example in the Celebrating Difference Puzzle (unit), Session 3, and throughout the Relationships Puzzle where Learning Intentions include topics such as how it feels to belong to my family, how to make friends and solve problems in friendships, understanding the impact of unkind words, and being a good friend. These pieces (sessions) on unkind words and feelings approach the concept of bullying in an age-appropriate way. Celebrating Difference also begins the work on understanding that each person is unique and may be quite different, and teaches the children to respect this in others and within themselves, to see difference as a positive. Stranger Danger is explicitly taught in Healthy Me (piece 6) to sow the seeds for the later learning on recognising who to trust and not to trust and what to do if they feel unsafe.”

Key Stage 1

What are the aims of Relationships Education, Sex Education and Health Education in the primary school?

The opening paragraph of the Department for Education guidance states: “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Whilst the scientific element that animals, including humans reproduce, is taught sometimes discreetly through the science curriculum, understanding and celebrating all types of relationships is taught through our **Jigsaw** curriculum.

This enables the children to have well planned, cohesive and revisited themes in each year group. The well-being and mental health of the children is embraced and the children become aware of the effect that their wellbeing can have on others around them. This curriculum also encompasses **British Values** and **SMSC** (Spiritual, Moral, Social and Cultural) education.

For further information about the Jigsaw programme;

www.jigsawpshe.com

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