



DANES HILL SCHOOL
STRONG & SAGACIOUS

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SEX AND RELATIONSHIP EDUCATION POLICY



Sex and Relationship Education Policy

Introduction

Sex Education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which helps the children cope with the challenges of personal growth. It enables children to make responsible decisions. It is about exploring feelings and emotions and developing confidence.

As part of the sex and relationship framework, pupils from the earliest age are taught about the nature and importance of family life and bringing up children. Pupils learn about the significance of marriage and stable relationships. (No child at Danes Hill is stigmatized because of his or her home circumstances, however.)

Sex and relationship education is about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of the biological nature of sexual intercourse, sexuality and sexual health.

There are three main elements within sex and relationship education:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

At Danes Hill School, we provide the children with a planned programme of sex and relationship education, which offers them the opportunity to explore attitudes and values, develop personal and social skills, as well as learning the facts necessary for life. (See PSHE and Citizenship policy and Science policy).

Aims and Objectives

- To nurture a responsible attitude towards personal relationships, such as mutual respect and care for others.
- To promote the value of loving relationships and of family life.
- To provide knowledge of human reproductive processes.
- To inform children about personal hygiene and related health issues.
- To recognize that marriage is an important, but not exclusive, context for family life.
- To educate against discrimination and prejudice.

Pre-Prep

In the pre-prep, the class teacher responds to the individual needs of children whilst ensuring all the children have opportunities to discuss issues such as friendships and relationships. This is often achieved during 'Circle Time', which takes place on a regular basis. (See PSHEE Policy). Assemblies at Bevendean and in the Lower School frequently emphasize the importance of kindness and consideration for others.

From Reception to Year 8 there is a whole school approach, where the subject is taught mainly through PSHEE topics, Science and RS lessons. In the Foundation Stage (Mini-Transition, Transition and Reception) children learn about the similarities and differences between

creatures, including humans and find out about events in their own lives and in those of their families and other people they know.

Within the Science Curriculum, the children learn at **Key Stage 1**:

- That all creatures, including humans, move, feed, grow, produce offspring and use their senses.
- To recognize the main external parts of their bodies
- That humans and animals produce offspring, which grow into adults
- How to recognize similarities and differences between themselves and others, and to treat others with sensitivity.

Resources

In the Main School, the Heads of Science and PSHE choose all the resources.

Advice is taken from appropriate sources e.g. the local health authority.

The Head of Pre-Prep, PSHEE coordinator, the Science coordinator and Heads of Year also select appropriate resources for children in the Pre-Prep.

Lower School

Lower School children are expected to:

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human, chickens, butterfly and frog life cycles.

Middle School

Middle School children are expected to:

- Have a more in-depth knowledge of the human life cycle, including the names of some parts of the reproductive system and how to use them in context. A brief talk on the differences in body structure for girls and boys, and how their emotions change.

Upper School

Upper School children are expected to:

- Know the structure and function of the male and female reproductive system.
- Understand the emotional and physical changes that occur at puberty in both girls and boys.
- Have an awareness of contraception, IVF and genetics for selective breeding.

Dealing with Sensitive Issues

The PSHE programme in Year 7 is designed to support the children in the emotional aspects of SRE including input from a health professional.

In year 5 a parent and daughter evening and in Year 7 a parent and son evening is held to encourage open discussions about these sensitive issues both at home and in school. In Year 6 the children meet the nurse.

The following guidelines are outlined to assist teachers when dealing with sensitive issues:

- Teachers should avoid entering into discussions about personal issues and lifestyles.
- No individual has to answer a personal question and no child is forced to take part in discussions.

Meanings of words are explained in a sensible and factual way. In discussions, the knowledge and use of accepted names of body parts is promoted.

Parents

Parents' comments are always considered but they need to be aware that children cannot be withdrawn from science lessons. Danes Hill teaches a spiral set of sex education lessons. The school has an ongoing process of learning and development throughout all the Key Stages. Occasionally a Health professional is invited to talk to the children regarding a specific issue, such as puberty or menstruation. Parents are informed of any talk by our medical officer or school nurse before it takes place. If a parent wishes to withdraw a child they should discuss their concerns with the Head.

In PSHEE further discussions are held to outline the difference between an appropriate and inappropriate relationships.

Reviewing the Effectiveness of the Policy:

The Head of Science and Head of PSHEE/Citizenship, in conjunction with the Deputy Head Pastoral and the Head, review the policy annually.