



Aims and Objectives;

Outcomes for pupils:

We aim to

- Raise children's self esteem and confidence, especially in relationships with others
- Develop the skills of language, decision making and assertiveness
- Help children protect themselves and gain access to information and support
- Enable children to participate in society
- Help children value themselves and others
- Develop an understanding of the changes the body makes in preparation for puberty

We aim to provide;

- A safe and supportive environment in which children feel their views and needs are respected, where they will not be judged or ridiculed.
- Opportunities for children to develop confidence in talking, listening and thinking about feelings and relationships
- Information which is easy to understand and relevant and appropriate to the age and maturity of the child
- Opportunities for children to learn the names of parts of their bodies and enable them to be able to describe how their body works
- Opportunities for the clarification and exploration of values as well as the development of positive attitudes

Statement of Values

Sex and relationship education is a key aspect of Personal, Social and Health education.

We believe that sex and relationship education should be culturally appropriate and inclusive of all children.

We work in partnership with parent/carers to meet the needs of our children and provide high standards of education.

We recognise the importance of children's emotional development and that feelings and emotions can affect the way we act.

We recognise that each child will have different needs and different levels of knowledge and for some different concerns.

Equal Opportunities

We are committed to ensure equality of provision for all.

Teaching and Learning

We use the Learning Outcomes as defined by Ofsted as a basis for our teaching to develop knowledge and understanding, values and attitudes and personal skills in Sex and Relationship education.

We assess children's current levels of knowledge and concerns to determine the content and timing of provision.

A variety of teaching and learning styles are used. Learning methods and activities are chosen to protect children's confidentiality. Circle times and Philosophy sessions are used to help develop key relationship and communication skills.

Review: Assessing and Monitoring

Children's progress is assessed as part of the Science curriculum and Personal, Social and Health education.

The Headteacher and the named Governor are responsible for monitoring provision within the school

Legal Requirements

National Curriculum Science K.S.1 and 2

PSHE and Citizenship framework (non statutory)

Partnership with Parents/ Carers

When non -National curriculum sex education is delivered parents are informed of their right to withdraw children (1993 Education Act)

Awareness of Sex and Relationship Education sessions are provided for Parents/Carers

Confidentiality

Pupils will be made aware that some information cannot be confidential and that their best interests will be maintained

Disclosure or suspicion of possible child abuse

Armathwaite school has a Child Protection Policy for dealing with child abuse (reference Child Protection Policy May 2009)

HIV/aids

The school follows the procedures set down by the County Council for supporting pupils or staff infected with HIV/Aids see website: School Portal/ Health & Safety Site

Complaints procedure

Any complaints about the sex and relationships policy should be made to the Head who will report to the Governors.

Named Governor:

Susan Taylor

Policy Review date: 2010

Under the 2004 Children's Act schools are required to respond to the Every Child Matters Agenda. In accordance with this;

By the end of Key Stage 1

Pupils will be able to

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and their bodies
- The names of the external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

In Year 3

Pupils will be able to

- Express opinions, for example about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs

- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- The many relationships in which they are all involved
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered

- The diversity of lifestyles
- Others' points of view including their parents and carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.