

# Aylesford School

and Sixth Form College



wonder aspiration respect discipline

## PRIMARY SCHOOL

# SEX AND RELATIONSHIPS

Written: June 2015  
Lead: Headteacher  
Via: Standards, Personnel and Curriculum

**'from potential to reality'**

Tapping Way, Warwick, Warwickshire, CV34 6XR  
**Tel:** 01926 747100 **Fax:** 01926 494194 **Email:** [office@aylesford-elearning.net](mailto:office@aylesford-elearning.net) **Web:** [www.aylesfordschool.org.uk](http://www.aylesfordschool.org.uk)  
A charitable company registered in England and Wales, company number 7848367  
**Headteacher: Steven Hall BSc MA**

## **Philosophy**

Personal, social and health education (PSHE) and citizenship (+C) help to give pupils the knowledge, skills and understanding they need to lead confident, independent lives and to become informed, active and responsible citizens. They reflect on their experiences and understand how they are developing personally and socially. They address many of the spiritual, moral, social and cultural issues that are part of growing up.

The Sex and Relationships programme forms a small but significant part of this wider curriculum. Children need to be able, from a young age, to keep themselves safe and assert rights over their own body, to understand what happens to their body as they grow, to recognise and know how to handle their feelings and emotions and to make decisions about their own behaviour. They need support to make sense of the prolific amount of sexual images to which they are exposed through various media in the modern world.

The Sex and Relationships programme offered by Aylesford Primary School will be appropriate to the pupils' age and experience and will be presented within the context of family relationships.

## **Statutory Requirements**

- Parents are given the opportunity to view resources and planning in advance of children receiving Sex and Relationships education. They have the right to withdraw their children from all or any part of the programme after consultation with the Headteacher. Some aspects of human development and sexual reproduction are covered through the Science curriculum and are mandatory for all pupils. (refer to DfES 0116/2000 for guidance)
- The Sex and Relationships programme must be taught, as far as is reasonably practical, in a manner, which encourages due respect for moral considerations and the value of family life.
- The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance 0166/2000*. The policy was considered and adopted by the full Governing Body.

## **Non-Statutory Requirements**

Our principles

- The Sex and Relationships programme should be an integral part of the wider curriculum with much of the content being delivered through NC Science.
- The Sex and Relationships programme will be developmental and a foundation for further work in the secondary schools.
- The Sex and Relationships programme will be taught in such a way that it does not conflict with the cultural, religious, moral or ethical views of our children or their parents.
- The delivery of appropriate sex and relationships teaching to prepare pupils for adult life needs to be carefully planned and sensitive to individual needs. It is important to generate an atmosphere in which questions can be asked and answered without embarrassment from children or adults.
- It is hoped that pupils will feel at ease to ask questions and voice concerns. Their questions will be answered honestly, but within the child's understanding whenever possible.

## **Morals and Values**

The Sex and Relationships Programme will reflect the school's ethos and values encourage

the following:-

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility to family, friends, school and community

### **Teaching and Learning Approaches**

The manner in which the Sex and Relationships programme is taught is crucial to the pupils' understanding of the subject and the development of appropriate attitudes. We acknowledge that many areas within this subject are delicate and personal in their nature. As a staff we endeavour to treat all our pupils with understanding and respect. There will however be times when issues of concern may arise and children may make sensitive disclosures. Reference should then be made to the school's Child Protection Policy.

### **Child Protection Issues**

Named person: Sally Morris or Tracey Webb in the case of Sally's absence

The appointed governors for child protection are: Peter Booty, Jane Hood and Belinda Nobes.

### **Programme of study**

The programme will:

- Provide information which is easy to understand
- Be relevant and appropriate to the age, experience and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes
- Promote love and respect and the importance of a commitment to an on-going relationship

### **Teaching Methods**

A variety of teaching methods will be needed to deliver the different aspects of the programme. Most lessons will be taught to mixed gender groups, but single gender groups may be used as deemed appropriate or relevant.

Delivery of the programme could be:-

- Through planned aspects of the Science curriculum
- Presentation by school nurse, with opportunities for questions
- As part of cross-curricular work
- Through occasional visits from outside agencies
- Through the use of circle times, story times and classroom based discussions
- Through designated PSHE+C lessons

### **Cross Curricular Links**

Much of the content of the programme of study is covered through the delivery of PSHE & Citizenship, Science, Religious Education and ICT. Other specific links are identified in the long term planning.

### **Differentiation**

We give importance to differentiation with regard to task, process and outcome in order to meet the needs of every pupil. We will ensure that the content of the knowledge and understanding element is appropriate to the age and experience of the pupils.

**Special Educational Needs**

Appropriate provision is made for pupils with special educational needs to ensure the curriculum is accessible to them. (Refer to the Special Needs Policy)

**Equal Opportunities**

Every pupil has the right to fully participate in the Sex and Relationships programme regardless of race, gender, age or ability. (Refer to the Equal Opportunities Policy).

**Health and Safety**

In all aspects of the delivery of the Sex and Relationships programme health and safety is of prime importance. Mental health is given particular consideration.

**Staff Development**

All members of staff are encouraged to attend training opportunities with reference to the School Development Plan and report back to the rest of the staff. All staff are expected to keep up to date with new initiatives in all areas of the Sex and Relationships programme.

**The Subject Coordinator**

The subject coordinator endeavors to attend all support group meetings. It is her responsibility to disseminate any new developments or information to the rest of the staff. She leads and supports new initiatives within the school and maintains resources. It is the responsibility of the subject coordinator to support individual members of staff.

**Resources**

Resources are based with other PSHE resources in the Resources Room.

**Dissemination of the policy**

Copies of this policy are available in school for parents and staff to read. Copies can be sent home on request and upon payment of photocopying costs. Electronic copies of the policy can also be made available on request.