

Reviewed by:	Curriculum Committee
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Sex and Relationship Education

Rationale

A caring and developmental sex and relationship education policy must be taught with due regard to moral and legal considerations and with the explicit value of family life and supportive relationships.

Among the values promoted will be:-

Respect for oneself and for other people and the promotion of self-esteem.
 Taking responsibility for oneself and for one's actions.
 The importance and responsibilities of the family unit for all members.
 Sensitivity towards the needs and views of others.

Sex and relationship education will be:-

Developmental and appropriate to the age and stage of the child.
 Put forward factual knowledge and encourage explorations of facts.
 Concepts such as love, joy, fear, anger, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but will be explored.

A sequence for teaching sex and relationship education

Year One

People in my life – what they do for me and what I do for them.
 My moods – feeling happy, sad.
 Friendships
 Loss and mourning – a person, a pet.
 Keeping safe – dangers I might come up against and saying no.
 My body and other people's bodies – similarities and differences.
 The beginning of life – me, animals and plants.
 Growth in people, animals and plants.
 Ageing – how we know things are alive, dead, young or old.

Year Two

Changes as we grow
 Different types of families.
 Feelings in the family – love, jealousy.
 What helps people to get along with each other – listening, sharing.
 What makes me happy.

What I like or do not like about other people.
What other people like or do not like about me.
Keeping safe.
Caring for myself – hygiene, sleep, exercise.
People who help me to care for myself.
Inside my body – awareness of different body parts.

Years Three & Four

Feelings – things which make me happy, sad, embarrassed, scared.
Difficult situations – teasing and bullying.
Family trees.
Keeping healthy, exercise and diet.
Friendships – who our friends are and how we make and lose friends.
Making decisions – influences on me and peer group pressure.
Keeping safe.
Differences in others and how we feel about differences.
Inside my body – the functions of different parts.

Years Five and Six

Things that go into my body – things that help and things that harm.
Decision making and risk taking.
Families and how they behave – what members expect of each other.
Celebrations of birth, puberty, marriage and death in different cultures.
Expressing feelings and how we do this – being assertive and not bullying.
Differences and similarities in people.
How babies begin, how they are born and how they grow.
Sexuality – what it is and what words describe it.
Body changes in me and others – why they are happening.
Feelings about the future – changing school.
Feelings about the future – adolescence.
Messages about health and sexuality from television, films, books and newspapers.
Physical and emotional changes during puberty.

In addition, Year 5 girls will have an introductory talk about the facilities in the school and support available from female staff regarding feminine hygiene.

In addition, Year 6 will have a programme of study based on Channel 4 Sex Education Series 'Living and Growing'.

Changes

Introduction to physical and emotional changes that occur during puberty.
Some changes we cannot control – choices we can make concerning those changes we can control.

How Babies are made

Explain how babies are made.

Explore the idea of relationships.

How Babies are born

How a baby develops in the womb during pregnancy and how babies are born.

The needs of babies before and after birth.

Roles and relationships within the family.

Girl Talk

Physical and emotional changes that take place as girls go through puberty.

Concerns and worries of young women.

Boy Talk

Physical and emotional changes that take place as boys go through puberty.

Concerns and worries of young men.

Let's talk about sex

How is sex presented in the media.

Sexual stereotyping.

Reassure children that their changing emotions are a normal aspect of puberty.

Before the programmes are seen by the children, parents will have the opportunity to view the programmes.

Many of the topics contained in the sequence for teaching sex and relationship are also part of the Science, PSHE and Citizenship Schemes of Work.