

NETHERTON JUNIOR AND INFANT SCHOOL

**POLICY FOR SEX AND
RELATIONSHIP
EDUCATION**

SEPTEMBER 2025

POLICY FOR SEX AND RELATIONSHIP EDUCATION

At Netherton School we value the importance of Sex and Relationship Education to help and support children through their physical, emotional and moral development. School recognises the partnership of home and school, of parent and teacher, in this important area of personal development.

Sex Education is a continuing, developmental process, which includes the exploration of attitudes and values, and the development of skills, as well as the presentation of factual knowledge.

Sex Education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of Sex and Relationship Education, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of stable relationships. Care is taken so that no child is stigmatised because of home/parental circumstances.

What is Sex and Relationship Education?

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 sex, sexuality and sexual health.

Sex and Relationship Education has three main elements:

1. Attitudes and Values
 - ❑ Learning the importance of values and moral consideration
 - ❑ Learning the value of family life, marriage and stable relationships
 - ❑ Learning the value of love, respect and care
2. Personal and Social Skills
 - ❑ Learning to manage emotions and relationships confidently and sensitively
 - ❑ Developing empathy and self respect
 - ❑ Learning to make choices without prejudice
 - ❑ Appreciating the consequence of choices made
 - ❑ Managing conflict
 - ❑ Recognising and avoiding exploitation and abuse

3. Knowledge and Understanding

- ❑ Learning about and understanding physical development
- ❑ Understanding human sexuality, reproduction, sexual health, emotions and relationships

Philosophy of the School

It is the philosophy of the school that all children experience a planned programme of Sex and Relationship Education that offers the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Aims and Objectives of the Policy

- ❑ To reassure children of their value and self worth including aspects of dignity, self respect and self restraint
- ❑ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others.
- ❑ To foster the ability to manage relationships in a responsible manner
- ❑ To promote the value of loving relationships and of family life
- ❑ To provide knowledge of human reproduction
- ❑ To inform pupils on matters of personal hygiene and related health issues
- ❑ To educate against discrimination and prejudice
- ❑ To empower children to make informed choices about their developing sexuality

Equal Opportunities

All pupils, regardless of ethnicity, religion, attainment, age, disability, gender or background, have the same opportunity to benefit from the Sex and Relationship Education teaching programme that is delivered at Netherton Junior and Infant School.

School Organisation

All teaching staff will teach Sex and Relationship Education as part of the curriculum, covered during Science, RE and PSHE sessions. Opportunities will be provided in Years 5 and 6 for lessons relating specifically to physical changes.

Sex and Relationship Education Programme

Sex and Relationship Education is delivered within the Science Curriculum, RE and the four broad themes within PSHE.

1. Increasing confidence and responsibility and making the most of pupils' abilities
2. Preparing to play an active role as citizens
3. Embracing a healthier lifestyle
4. Developing good relationships and respecting differences between people

Through Sex and Relationship Education the children should:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work
- Be able to protect themselves and ask for help and support
- Be prepared for body changes and the onset of puberty

Within the Science Curriculum the children should:

Key Stage 1

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2

- know that life processes common to humans and other animals include nutrition, growth and reproduction
- know about the main stages of the human life cycle

Within the PSHE Curriculum the children should

Key Stage 1

- Recognise what they like/dislike, what is fair/unfair and what is right/wrong
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way

- Think about themselves, learn from their experiences and recognise what they are good at
- Know how to make simple choices that improve their health and well-being
- Maintain personal hygiene
- Know how some diseases spread and can be controlled
- Know about the process of growing from young to old and how people's needs change
- Know the names of the main parts of the body
- Recognise how their behaviour affects other people
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Know that family and friends should care for each other

Key Stage 2

- Talk and write about their opinions, and explain their views on issues that affect themselves and society
- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- Know about how the body changes as they approach puberty
- Behave responsibly, and judge what kind of physical contact is acceptable and unacceptable
- Know that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view
- Be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Know where individuals, families and groups can get help and support

Specific Arrangements

When planning lessons, teachers will consider appropriate grouping in respect of pupil experience and need.

Special Educational Needs

Children with SEN will have needs addressed within the class as part of inclusive education, and when necessary, on a one to one basis.

Parental Rights

Parents are informed of when our puberty talks take place in upper Key Stage 2. This is in line with the science curriculum where pupils are taught to describe the changes as humans develop from birth to old age. Parents are invited to view puberty teaching resources if required.

Confidentiality

Issues discussed within the context of these lessons will be discussed by all children and staff sensitively. Staff will encourage children to enter into a 'Group Agreement' which recognises the need to respect the individual's right to confidentiality.

In extreme cases where a member of staff feels it appropriate to disclose matters of concern, teachers must use their professional judgement in the interests of protecting the child.

Child Protection Issues

The Child Protection Procedures as specified by the LA are followed. All referrals are taken seriously and considered in a way that does not pre-judge the situation. The procedures adopted within the LA for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, are based on the principle that the interests and welfare of the child is of paramount importance. Confidentiality should not prevent action being taken if the child is "at risk". If a teacher believes that a child is at risk, the Headteacher is notified and appropriate measures are taken.

- ❑ LA Guidance is available.
- ❑ The named Child Protection Co-ordinator is the Headteacher.

Complaints Procedure

If a parent or guardian has cause for concern about the Sex Education Policy, they should contact the Headteacher or a member of staff. If a concern cannot be resolved, the governors are to be informed.

Visiting Health professionals can be involved in the delivery of the Sex Education Programme. Content and method of teaching is discussed with the member of staff prior to the lesson. The class teacher remains in the lesson throughout.

Governor Responsibility and Review

The Policy is available in school for all parents to inspect and is also available to view on our school website. A paper copy will be provided if requested.

The Policy is reviewed every two years.