

## **ALYWN INFANT AND NURSERY SCHOOL SEX and RELATIONSHIP EDUCATION POLICY**

### **INTRODUCTION**

This document is a statement of the aims and strategies for the teaching of elements of the PSHE and science curriculum related to health and sex education. The implementation of the policy is the responsibility of all teaching staff, supported by the Headteacher.

The policy was formulated by the Headteacher and Governors of the Curriculum Committee. It was agreed that as the National Curriculum for PSHE and science included specific aspects of the sex and relationship education for Key Stage 1, this part of the curriculum would be taught via our PSHE and science topics.

### **AIMS & OBJECTIVES**

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of adult life. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Our overall aim is to develop a knowledge and understanding of the sex and relationship education elements of the PSHE and science curriculums appropriate to Key Stage 1.

The sex and relationship education programme aims to encourage the following values in the children we teach:

- ❖ Respect for self
- ❖ Respect for others
- ❖ Responsibility for their own actions
- ❖ Responsibility for their family, school and wider community

The sex and relationship education programme will be taught via the PSHE scheme of work and the science programme of study: Life Processes and Living Things.

### **NATIONAL CURRICULUM FOR PSHE at KS 1**

#### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

1) Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way

- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

### **Preparing to play an active role as citizens**

2) Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

### **Developing a healthy, safer lifestyle**

3) Pupils should be taught:

- a. how to make simple choices that improve their health and well-being
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

4) Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people

- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of study**

5) During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police] .

## **NATIONAL CURRICULUM FOR SCIENCE**

### **Knowledge, skills and understanding**

#### **Life processes**

1) Pupils should be taught:

- a. the differences between things that are living and things that have never been alive
- b. that animals, including humans, move, feed, grow, use their senses and reproduce
- c. to relate life processes to animals and plants found in the local environment.

#### **Humans and other animals**

2) Pupils should be taught:

- a. to recognise and compare the main external parts of the bodies of humans and other animals

- b. that humans and other animals need food and water to stay alive
- c. that taking exercise and eating the right types and amounts of food help humans to keep healthy
- d. about the role of drugs as medicines
- e. how to treat animals with care and sensitivity
- f. that humans and other animals can produce offspring and that these offspring grow into adults
- g. about the senses that enable humans and other animals to be aware of the world around them.

### **Variation and classification**

4) Pupils should be taught to:

- a. recognise similarities and differences between themselves and others, and to treat others with sensitivity☐
- b. group living things according to observable similarities and differences.

### **Living things in their environment**

5) Pupils should be taught to:

- a. find out about the different kinds of plants and animals in the local environment
- b. identify similarities and differences between local environments and ways in which these affect animals and plants that are found there
- c. care for the environment.

### **Breadth of study**

1) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. a range of domestic and environmental contexts that are familiar and of interest to them
- b. looking at the part science has played in the development of many useful things
- c. using a range of sources of information and data, including ICT-based sources
- d. using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.

2) During the key stage, pupils should be taught to:

### **Communication**

- a. use simple scientific language to communicate ideas and to name and describe living things, materials, phenomena and processes☐

### **Health and safety**

- b. recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

## **TEACHING STRATEGIES & METHODS**

All children will take part in

- ❖ Whole class and group discussions
- ❖ Whole class, group and individual work

## **EQUAL OPPORTUNITIES**

All pupils will be given equal opportunities in respect of access to the health and drugs education curriculum. Lessons will be taught in mixed ability class groups, paying due regard to the maturity level of the class involved.

## **HEALTH AND SAFETY**

Health and Safety guidelines outlined in the science policy will underpin activities carried out during Sex and Relationship education lessons.

## HEALTH & DRUGS POLICY

### INTRODUCTION

This document includes healthy eating, exercise and general safety in the home as well as issues surrounding the use of medicines and legal drugs.

This document is a statement of the aims and strategies for the teaching and learning of the health and drugs elements in the PSHE and science curriculums.

The policy was formulated by the Headteacher and Governors of the Curriculum Committee. It was agreed that as the National Curriculum for PSHE and science included specific aspects of health education for Key Stage 1, this part of the curriculum would be taught via our PSHE and science topics.

### AIMS & OBJECTIVES

Our overall aim is to develop the children's knowledge and understanding of health related issues.

The health and drugs education programme aims to encourage the following values:

- ❖ Respect for self
- ❖ Respect for others
- ❖ Responsibility for their own actions
- ❖ Responsibility for their family, school and wider community

The health and drugs education programme will be taught via the PSHE scheme of work and the science programme of study: Life Processes and Living Things.

***(See the National Curriculum for PSHE at KS1 on page 1 of this document and the National Curriculum for science on page 3 of this document)***

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### HEALTH AND SAFETY

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