



Policy: Sex Education and relationships

Ratified: 17th June 2019

Review Date: 17th June 2021

(Every 2 years)

Stat Policy

SEX AND RELATIONSHIP EDUCATION POLICY

1. Introduction

- 1.1 Our school's policy on sex and relationship education is based on the DfES document "Sex and Relationship Education guidance" (DfES 0166/2000)

This policy is a working document which has been prepared following consultation with governors, teachers and parents through the guidance of health professionals.

- 1.2 Sex and Relationship Education (SRE) for young people of all ages contributes to promoting their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.
- 1.3 Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into a sexual activity. Indeed, it can help them learn the reasons for and the benefits to be gained from waiting until they are in a stable relationship.
- 1.4 SRE is lifelong learning about physical, moral and emotional development starting with early years and extending beyond school. It is about the understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

2 Context

- 2.1 In our school the objective of Sex and Relationship (SRE) is to help and support our children through their physical, emotional and moral development. Our programme covers the statutory elements of the Science National Curriculum and is also firmly embedded in the Personal, Social and Health Education (PSHE) curriculum. It will help our children learn to respect themselves and others and prepare themselves with confidence for the passage through puberty into adolescence.

3. Our aims and objectives

We aim, within an environment where children feel confident about raising sensitive, personal issues:

- To explore the nature of marriage, family life and other stable and loving relationships
- To develop accurate, age appropriate vocabulary which children can use to communicate about SRE matters
- to inform children about personal hygiene and related health issues, to enable them to respect and care for their bodies
- to develop maturity, confidence and self esteem
- to prepare children for puberty
- to help them recognise appropriate and inappropriate sexual behaviours, to be able to protect themselves and be safe
- to build knowledge and skills to understand differences and respect themselves and others, preventing and removing prejudice.
- to begin to prepare them for the opportunities, responsibilities and experiences of adult life

4 Organisation

- 4.1 In our school we believe that the best possible form of education is delivered by the teachers who know our children well and are aware of their needs. However we will occasionally use outside visitors, such as the school nurse, to support the class teacher. There will be close liaison between any visitors and the teacher in charge, and no visitors will be left alone to run a lesson without a teacher, or teaching assistant, being present. The Code of Practice for using outside visitors is included in Appendix 2
- 4.2 Our teaching methods take account of the developmental differences of children. We recognise that at times it will be appropriate for discussion to take place on a one to one basis or in small groups, which may be single sex.
- 4.3 For some children it is not culturally appropriate to address certain issues in mixed sex groups. The school is sensitive to cultural diversity and will consult with parents where appropriate to establish what is appropriate and acceptable for them.
- 4.4 Our teachers will plan a variety of activities, which will help to engage both boys and girls, matching different learning styles.
- 4.5 There are times when SRE is specifically taught and times when some discussion may arise incidentally, for example when a child's mother is having a baby. It is not possible to separate out all the occasions when SRE will occur. There will, however, be specific lessons when the teacher is expecting to teach about the sexual aspects of the programme. Parents will be notified of **this prior** to teaching and if they have any concerns are invited to discuss the programme of work.

5 Pupils with Special Education Needs (SEN)

- 5.1 Our school will ensure that children with Special Educational Needs (SEN) will receive an appropriate SRE programme. Our teachers will plan and work in ways recommended by the Peterborough Guidance for SRE for Young People with Learning Difficulties. Details are available on request

6. The Teaching Programme for Sex and Relationship Education

- 6.1 Our school's full programme for SRE is attached as Appendix I. We have set out some points below which we feel may need further explanation:
- 6.2 Through our Sex and Relationship Education teaching programme we will help children to respect themselves and others and understand difference. In accordance with the DFES SRE Guidance July 2000 and the Peterborough Guidance for SRE (2004) and within the context of talking about relationships, our young people will be taught about the nature of marriage and its importance for family life and the bringing up of children.
- 6.3 This school recognises that there are strong, mutually supportive relationships outside marriage which will be the norm for many pupils. Our children will learn about marriage and other stable relationships as part of learning to respect and understand difference and diversity.
- **Puberty** - At our school the SRE is set within the context of PSHE which means that as our children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. Our teachers have set clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.
 - **Menstruation** - The onset of menstruation for girls can be alarming if they are not prepared. At our school our teaching programme includes preparation for menstruation and we will also make adequate and sensitive arrangements to help girls cope with menstruation, ensure that they know who to tell and how. We will also ensure that the school environment is conducive to privacy when dealing with requests for sanitary protection and disposal.

- **Resources**

In our school we use a variety of resources to support the delivery of Sex and Relationship Education, especially those which support the Peterborough SRE Framework.

Answering difficult questions

Sometimes one of our children will ask a difficult or explicit question in the classroom. At our school individual teachers will use their skill and discretion in these situations. On some occasions, our teachers will say to pupils that a question would be best answered by a parent or carer. In situations in which the nature of the question would suggest any Child Protection issues, teachers are required to pass on this information to the member of staff with Child Protection responsibility in accordance with the school's Child Protection Policy.

7. Working with Parents and Carers

7.1 Parents have the right to withdraw their children from all or part of sex education, apart from the statutory areas covered in National Curriculum Science (as detailed in . Appendix 1) Any parent who wishes to exercise this right should in the first instance contact the head teacher to discuss the matter.

7.2 There is a standard DFES pack available to parents who choose to withdraw their children from Sex Education. Our school will make alternative arrangements for children whose parents have chosen to withdraw them.

8 Confidentiality

8.1 We will follow these principles with respect to confidentiality particularly with regard to pupil disclosure of actual or intended sexual behaviour:

- No teacher or other adult or member of staff operating within the school will offer children unconditional confidentiality in the event of personal disclosure by the child in relation to his or her own current or intended behaviour or the behaviour of others including family members
- In the event of a disclosure, the adult should explain to the child that the information may have to be passed on to parents/carers or other responsible adults if it is in the best interests of the child, but that the child would be informed before this is done, and offered further support
- All children will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this
- As a governing body we feel it is important to state that teachers cannot guarantee absolute confidentiality, it would only be in exceptional circumstances that parents/carers were not informed. We reassure children that if confidentiality has to be broken they will be informed first, their best interests will be maintained and then they will be supported appropriately. If there is any possibility of abuse we will follow the schools child protection procedure. The Child Protection Policy is available on request.
- There are extremely rare occasions when a primary aged child who is sexually active or is contemplating sexual activity directly approaches a Primary school teacher. If this occurs in our school it will be viewed as a child protection issue and will be referred to the designated member of staff for Child Protection (currently the Headteacher). The teacher will approach the headteacher who will make sensitive arrangements, in discussion with the child to ensure that the parents or carers are informed. The headteacher will address child protection issues and ensure that help is provided for the child and family.

- Health Professionals such as school nurses are bound by their professional codes of conduct in a one to one situation with individual pupils, but in a classroom situation they will follow the school's confidentiality and SRE policy.

9 Monitoring and Review

This policy and our teaching programme will be reviewed every two years using a consultative process, which identifies teachers', children's and parents' feedback on the Sex and Relationship Education programme. The school's PSHE co-ordinator will monitor planning and delivery on an annual basis.

Signed:

Date adopted: 16/9/2013

APPENDIX I · SRE Work Programme -

Ages	National Curriculum	Examples of Work related to Sex and Relationships Education - Foundation Class
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<p>4 & 5</p>	<p>Early Learning Goals <i>Knowledge & Understanding of the World</i></p> <ul style="list-style-type: none"> • Find out about and identify some features of living things • Find out about past and present events in their own lives and in those of their families and other people they know <p><i>Personal, Social & Emotional Development</i></p> <ul style="list-style-type: none"> • Respond to significant experiences, showing a range of feelings when appropriate • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others • Have a developing respect for their own cultures and beliefs and those of other people • Form good relationships with adults and peers • Understand what is right, what is wrong, and why • Consider the consequences of their words and actions for themselves and others • Dress and undress independently and manage their own personal hygiene • Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect • Understand that they can expect others to treat their needs, views, cultures and beliefs with respect <p><i>Physical Development</i></p> <ul style="list-style-type: none"> • Recognise the importance of keeping healthy and those things which contribute to this • Recognise the changes that happen to their bodies when they are active 	<ul style="list-style-type: none"> ▪ In games and group activities take turns to talk and to listen to others. ▪ In role play learn how to deal with situations that you don't like, eg 'someone taking your toy' or 'pushing in front of you'. ▪ Learn to change for swimming and PE independently and put on your coat and do it up by yourself. ▪ Learn to flush the toilet and wash your hands. ▪ Talk about how to look after yourself and your pets - keeping clean, eating healthy food, taking exercise, resting and having friends and family who look after you. ▪ Through discussion help to draw up class rules and abide by them.
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Ages	National Curriculum	Examples of Work related to Sex and Relationships Education Year 1
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6 & 7

PSHE National Curriculum

Developing confidence and responsibility and making the most of their abilities

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences

Preparing to play an active role as citizens

- To recognise choices they can make, and recognise the difference between right and wrong
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- That they belong to various groups and communities, such as family and school

Developing a healthy, safer lifestyle

- How to make simple choices that improve their health and wellbeing
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body

Developing good relationships and respecting the differences between people

- To recognise how their behaviour affects other people
- Identify and respect the differences and similarities between people
- that family and friends should care for each other

Science National Curriculum

- To know that animals, including humans, move, feed, grow and use their senses
- To recognise and compare the main external parts of the bodies of humans and other animals
- To know that humans and other animals can produce offspring and that these offspring

How my body works and changes

- look at outline shape of boys and girls.
- List all body parts that can be seen from the outside.
- Tell the children that personal names are acceptable, but ensure that they are introduced to the correct vocabulary.
- Use body name cards to label body outlines in appropriate places.
- Encourage children to discuss the differences between boys and girls.
- Talk about families and how humans have babies that grow into children and then into adults.
- Draw pictures of members of the family and place them in order of age to make a time line representing how people grow and change.

Ages	National Curriculum	Examples of Work related to Sex and Relationships Education Year 2
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6 & 7

PSHE National Curriculum

Developing confidence and responsibility and making the most of their abilities

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences

Preparing to play an active role as citizens

- To recognise choices they can make, and recognise the difference between right and wrong
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- That they belong to various groups and communities, such as family and school

Developing a healthy, safer lifestyle

- How to make simple choices that improve their health and wellbeing
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body

Developing good relationships and respecting the differences between people

- To recognise how their behaviour affects other people
- Identify and respect the differences and similarities between people
- that family and friends should care for each other

Science National Curriculum

- To know that animals, including humans, move, feed, grow and use their senses
- To recognise and compare the main external parts of the bodies of humans and other animals
- To know that humans and other animals can produce offspring and that these offspring

- Animal life cycles are studied.
- Children look at differences between reproduction in mammals, reptiles and birds.
- Children learn to identify emotional needs that contribute to general well-being. They learn to talk about ways of dealing with different emotions.
- Children learn to identify some emotions and physical feelings associated with risk, and to suggest the ways that they and the adults that care for them can help keep them safe.
- Children learn to describe their own experience of changes in friendships.
- Children learn to describe and practise ways of getting adult help in different situations.
- Children learn to describe safe and unsafe places to play and to say why they are safe or not. They understand that you can say 'no', even if at the time it seems rude or unkind and are able to identify reasons that they don't have to keep a promise that makes them feel unsafe.

Ages	National Curriculum	Examples of Work related to Sex and Relationships Education Year 3
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8 & 9

PSHE National Curriculum

Developing confidence and responsibility and making the most of their abilities

- To recognise their worth as individuals by identifying positive things about themselves
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

Preparing to play an active role as citizens

- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- To resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

- to recognise the different risks in different situations and then decide how to behave responsibly
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- where individuals, families and groups can get help and support

Science National Curriculum

- To know that animals, including humans, move, feed, grow, use their senses
- To recognise and compare the main external parts of the bodies of humans and other animals
- To know that humans and other animals can

How my body works and changes

- Make a list of all body parts they can think of that can be seen from the outside. Discuss where these body parts are located and their functions.
- Ensure that the children are aware of the correct scientific names for all parts of the body including names for sexual parts eg penis, testicles, breasts, vagina, pubic hair.
- Label an outline body with names of body parts.
- Discuss the physical differences between men and women.
- Provide each child with an outline picture of both a naked male and female body which has been cut into parts. Children will sort pieces into 'parts they know about' and 'parts they know very little about'.
- Collect pictures of men and women from magazines to make a collage. Ask children to think about the differences between men and women eg more facial hair, wider shoulders, men are generally taller, women generally have smaller hands.
- Show the children drawings of male and female bodies at different ages and ask the children to annotate these drawings showing the differences.

Ages	National Curriculum	Examples of Work related to Sex and Relationships Education Year 4
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8 & 9

PSHE National Curriculum

Developing confidence and responsibility and making the most of their abilities

- To recognise their worth as individuals by identifying positive things about themselves
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

Preparing to play an active role as citizens

- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- To resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

- to recognise the different risks in different situations and then decide how to behave responsibly
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- where individuals, families and groups can get help and support

Science National Curriculum

- To know that animals, including humans, move, feed, grow, use their senses
- To recognise and compare the main external parts of the bodies of humans and other animals
- To know that humans and other animals can

Personal Safety

- Ask the children about situations which make them feel unsure or nervous.
- Display pictures of different kinds of touches that we like to have from and give to special people. Encourage children to discuss less desirable touches, such as pushing, pinching.
- Display posters of male and female bodies and name body parts. Use scientific names.
- Explain that the parts that are covered up during swimming are often referred to as private parts. Explain that there are special rules for touching private areas of the body.
- Ask the children to help make a list of the good health or hygiene reasons that someone else should touch private parts.
- Establish that no-one should ever touch them anywhere on the body in a way that makes them feel uncomfortable; if this happens they need to tell someone.

Ages	National Curriculum	Examples of Work related to Sex and Relationships Education - Year 5 and 6
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10 & 11

PSHE National Curriculum

Developing confidence and responsibility and making the most of their abilities

- To recognise their worth as individuals by identifying positive things about themselves

Preparing to play an active role as citizens

- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

Developing a healthy, safer lifestyle

- to recognise the different risks in different situations and then decide how to behave responsibly
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- where individuals, families and groups can get help and support

Science National Curriculum

- To know that animals, including humans, move, feed, grow, use their senses, and reproduce
- To recognise and compare the main external parts of the bodies of humans and other animals
- To know that humans and other animals can produce offspring and that these offspring grow into adults

How my body works and changes

- Ask children to think about ways they have changed since they were babies.
- Provide diagrams of male and female external sexual organs and ask them to label the diagrams using words provided eg foreskin, testicles, vaginal opening. Discuss each of the organs and its functioning.
- Discuss internal differences between males and females, and where these are located.
- Discuss the changes that take place during puberty.
- Look at pictures of naked males/females at different ages and talk about the differences.
- Talk about the changes that happen to boys and girls, and those that happen only to boys or only to girls.
- Show the children a selection of different types of sanitary protection and discuss the advantages and disadvantages of each one.
- **Use appropriate books, videos and pictures to support teaching. Revise learning in Year 5.**
- Use a talk by school nurse to describe sexual intercourse.
- Use a video and picture cards to describe how a woman becomes pregnant. The cards will include stages such as sexual intercourse, sperm travelling to the womb, the fusing of egg and sperm, the developing foetus and then a baby.

Changing emotions and responsibilities

- Ask children to look at a range of items that have something to do with hygiene eg razor, toothbrush, sanitary towel, shampoo. Talk about what they are used for and are they for male or female or both.
- Ask the children to discuss what they are, or are not looking forward to about growing up.
- Discuss how during puberty, as well as changing physically, boys and girls start to think about new things and feel lots of new things.
- Talk about recognising your feelings, analysing your feelings and managing your feelings.
- Talk about what love is.
- Talk about, imagine, what it feels like for people who are 'in love'.
- List the ways that people who are in love behave, showing affection physically and in other ways.
- Discuss how grown-ups express their love physically and show commitment to each other. Discuss other ways that people who love one another show that they care eg

Ages	National Curriculum	Examples of Work related to Sex and Relationships Education - Year 6
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10 & 11

PSHE National Curriculum

Developing confidence and responsibility and making the most of their abilities

- To recognise their worth as individuals by identifying positive things about themselves

Preparing to play an active role as citizens

- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

Developing a healthy, safer lifestyle

- to recognise the different risks in different situations and then decide how to behave responsibly
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- where individuals, families and groups can get help and support

Science National Curriculum

- To know that animals, including humans, move, feed, grow, use their senses, and reproduce
- To recognise and compare the main external parts of the bodies of humans and other animals
- To know that humans and other animals can produce offspring and that these offspring grow into adults

- Year 6 children are monitors for whole school jobs - including the care of younger children.
- Transition issues - we spend a lot of time discussing how school environments are different and how we need to adapt our behaviour in different contexts.
- We discuss our friendships that exist at the moment and how these friendships are likely to change. We design an 'ideal' friend and act out how to make new friends and brainstorm what we may talk about or do.
- Through drug education we identify what peer pressure is and relate it to a variety of contexts - this includes drawing cartoon strips showing different situations, designing how to resist peer pressure leaflets. Through this work we spend a lot of time talking about personal space/personal safety and ensure that the children know who to go to for help.
- As many of the children are going through puberty we spend time discussing mood swings/feelings and identify strategies we can use to overcome these.

APPENDIX II • Outside Visitors

The school values the contribution of visitors to the school particularly in the area of SRE.

Visitors can bring specialist and up-to-date knowledge and offer a wider range of adults to support our pupils.

The following Code of Practice is designed to both ensure that any contributions are consistent with this policy and also to ensure that our visitors can work in an appropriate and supportive environment.

Code of Practice

1. Visitors will never be asked to substitute for the normal teacher's role and accountabilities in the care and management of pupils
2. Visitors will not be asked to work alone with pupils but will be supervised by a member of staff at all times.
3. All visitors who are asked to work in direct contact with pupils will be asked to provide evidence of clearance to work with young people through the DSB checking process.
4. Visitors to the school will be sent a copy of this policy document before they arrive at the school and will be asked to ensure that any contribution they make is consistent with this policy.
5. The school will undertake to clarify to the visitor the precise nature of their contribution, the age and needs of the group(s) with which they will be working and how their work with pupils fits with the SRE and PSHE programme as a whole.
6. Visitors will be reminded that when working with pupils as part of the SRE programme they fall under the same confidentiality code and procedures which are specified in this policy for members of the teaching and support staff.
7. Any leaflets, information etc. which a visitor may wish to distribute to pupils as part of their input will be seen and agreed by the PSHE Coordinator beforehand
8. The contributions of visitors will be regularly monitored and evaluated to ensure that it meets quality standards and is consistent with this policy