



# Sex and Relationship Education Policy



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## Context and Rationale:

"Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives - and can also contribute to reducing teenage pregnancy..." (National Children's Bureau, 2006).

"SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings" (Sex Education Forum 1999)".

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes from Reception through to Year 6.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

"Today's media can swamp children with information about relationships and sex. The perspective of relationships and sex on offer is often distorted, unbalanced or disrespectful. Relationships and sexual health education can counter, correct or redefine these images." (Spring Fever)

This policy presents clearly what the school is setting out to achieve in Relationships and Sex Education and how it proposes to go about it. It is a working document that provides guidance for staff.

## **Policy Consultation**

The Sex and Relationship Education Policy was developed in consultation with staff, governors and parents. The following process was followed:

- Meeting of the Senior Management team following education professional input;
- Meetings with governors, including a Foundation Governor at Walsgrave CE, Parent representatives;
- Discussions with staff

## **Entitlement and Equality of Opportunity**

All pupils, regardless of their developing sexuality, are entitled to an SRE curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the SRE they receive at school will be the main, and sometimes only, source of sex education, particularly for children from some communities.

The Sex Education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction.

Other elements of Personal, Social, Health and Economic education (PSHE), including SRE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle.

Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and a responsibility for one's own actions.

## **Special Educational Needs and Learning Difficulties**

The school will ensure that pupils with special educational needs (SEN) receive relationships and sex education.

Sex and Relationship Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. We would deliver this as additional 1-1 support through the use of our pastoral learning team.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not

to marginalise relationship and sex education.

### **Staff Training**

Teachers are provided with training as required to support their delivery of SRE and extend their confidence in doing so. Training needs are identified for individual staff through the appraisal system. The personal attitudes and beliefs of teachers will not influence their delivery of the SRE curriculum within the PSHE education framework. Staff who attend training are given time at a staff meeting or INSET to disseminate learning.

### **Desired Outcomes**

- Children are well prepared for puberty and the physical and emotional changes associated, and know how to seek support.
- Pupils demonstrate openness and confidence in talking, listening and thinking (with adults and each other) about the human body, sexuality, feelings and relationships with developed emotional intelligence and empathy.
- Children know what sex is, that it happens in a loving relationship and that it's how babies are made.
- Children become more assertive in situations where they feel behaviour towards them or others makes them feel uncomfortable, knowing better what is and isn't appropriate.
- Pupils feel better prepared for the opportunities, responsibilities and experiences of adult life.
- Children develop positive values and a moral framework to guide their decisions, judgements and behaviour.
- Children know and respect that families are different to their own and respect those in same sex relationships.
- Children are confident about their own bodies recognising that the media's portrayal of the perfect body is not realistic.
- Children feel comfortable in their own skin, knowing that they don't have to conform to gender, or other, stereotypes.
- Children have the skills to avoid being pressured into risk-taking behaviours.
- Children have an understanding of how the law applies to sexual relationships

### **Specific Issues Statement**

#### Child Abuse and Protection Procedures

The Safeguarding Children Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which 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 interest and welfare of the child are of paramount importance.

### **Confidentiality and Handling Disclosures**

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. If a pupil discloses information which is sensitive, and which the pupil asks not to be passed on, the request will be respected unless this is unavoidable, in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

See the school's Safeguarding/ Child Protection Policy for further details.

### **Partnerships**

The school liaises closely with parents to reassure them of the content of the SRE programme, the context within which it is taught, and to support them in their teaching of SRE ensuring they feel confident engaging in discussions about the subject with their children.

The school will help support parents in:

- Helping their children learn the scientific names of the body parts;
- Talking with their children about feelings and relationships;
- Answering questions about growing up, having babies, feeling sexual attraction, sex, contraception, relationships and sexual health.

The school will also consult parents regularly on the content of the Sex and Relationships Education programme and invite parents to view SRE resources. The school will ensure that parents are informed of their legal right to remove their child from SRE sessions if they wish.

Other agencies supporting the school's SRE curriculum are: Education professionals, health professionals and the school nurse team, all of which are aware of this policy, the SRE programme and work in-line with it. Outside visitors work within the framework outlined in the school's 'Using outside visitors in school' policy.

Other related school policies

This policy should be read in conjunction with:

- Anti-bullying Policy
- Child Protection Policy
- Behaviour Policy
- Health and Safety Policy
- E-Safety Policy

### **Management of the Policy**

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Sex and Relationships Education Policy. There is a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- learn the nature of marriage and its importance for family life and the bringing up of children;
- are protected from teaching and materials which are inappropriate having regard to the age;
- the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

### **Positive Climate for Learning**

#### Our Learning Charter

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

As a school we have agreed that:

- No-one will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- Only the biological names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

#### Dealing with Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

**Below are guidelines the school encourages:**

- If a question is too personal, the teacher will remind the pupil of our learning charter. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the pastoral team, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to talk to the child about it on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.
- Children will be enabled to write anonymous questions to put in their class worry box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, or one which is beyond the year group objectives, provision will be made to meet the individual child's needs.

## **Learning and Teaching**

### **Planning and Assessment**

Planning for Sex and Relationships Education is a whole school responsibility in order to ensure that the provision for pupils' needs is met and the way in which the modes of delivery are combined are appropriate to the school curriculum policy.

The school has elected to teach the 'PANTS' programme create by the NSPCC, and this forms the structure and ideas for individual lessons for children's learning from Years 1 to 6. In the EYFS children will learn about relationships, themselves and different parts of their bodies using the correct terminology. In addition, Years 5 and 6 children will complete the 'NCFE Impact Programme' (Social Skills in a Digital World). As with all other learning, teachers will teach children in line with the next most appropriate stage in their development and in the style that they know is most conducive. We will provide parents with an overview to this resource prior to their children completing the individual modules.

Assessment for Learning should also be an integral part of lessons, using a range of techniques, again outlined in the Teaching and Learning policy, to ensure children are being

taught from their own individual starting points and receiving feedback on their progress. Progress is recorded so that the teachers in following year groups know which lessons to teach.

### PSHE, the 'Changing Me' Programme and the 'PANTS' Programme

Our PSHE curriculum, based on 'Jigsaw' ensures children learn about relationships and how to manage themselves in a range of situations to keep themselves safe.

From Reception, children will be taught how to recognise when they feel anxious and what to do about that. They will be encouraged to develop a network of people they trust and can talk to about any problem 'big or small'. Through this aspect of our PSHE curriculum, children learn about the parts of the body and what is appropriate and inappropriate touching.

Where the opportunity arises, learning from the 'PANTS' programme will be reinforced across the curriculum.

### Use of Visitors in Teaching and Learning

We acknowledge the valuable support the school nurse and other health professionals may offer to enhance the Relationships and Sex Education programme. We must emphasise, however, that all visitors are used in addition to, not instead of, a planned programme of Sex Education.

### Potentially Sensitive content of the Curriculum (see also 'Confidentiality and Handling Disclosures')

As stated above, all sensitive content will be delivered through a positive climate for learning. Outlined below, to support parents, are the more sensitive elements of the curriculum, including what we don't teach within the Inspire Education Trust.

### Puberty

Children will learn:

Biological names for parts of the body (from Reception), including sex organs

- Changes to sex organs during puberty (Year 5 onwards)
- Other changes to the body during puberty - including physical changes and hormonal changes (Year 3 onwards)
- About personal hygiene (Year 5 onwards)
- About wet dreams and involuntary erections (Year 5 onwards)
- About menstruation and sanitary protection (Year 4 onwards)

Children will not learn:

- Slang names for parts of the body



## Sexual Reproduction:

Children will learn about:

- Understand that boys and girls bodies need to change so that when they grow up they can make babies (Year 3 onwards)
- Identify how bodies change on the outside during this growing up process. (Year 3 onwards)
- Understand that sexual intercourse can lead to conception and it is how babies are usually made (Year 5 & 6)
- Understand how a baby develops from conception through pregnancy and how it is born. (Year 6)
- To feel confident about the growing independence in becoming a teenager and looking at ways to cope with this (Year 6).

Children will not learn about:

- STIs (However, if a pupil asks a question during the Year 6 programme we will explain that safe routines can stop the spread of viruses, including HIV.)
- Abortion (although if a pupil asks a question during the Year 6 programme we will suggest pupils identify adults (almost always parents) who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice for children and young people in this community.

## Sex and Relationships Education Policy and Practice

Parents have the right to withdraw their children from those aspects of SRE not included in the National Curriculum Science Orders and when this is the case children will work in a different class during these sessions. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

The PSHE subject leader will have overall responsibility for the provision of the programme and will monitor its implementation recommending any necessary changes to governors as appropriate.

Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.

Materials used in the SRE Programme will be available to parents on request.

Parents may withdraw their children from all or part of the school's SRE Programme if they wish. However, the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.

The children will be taught in both single and mixed gender groups as appropriate (at the schools discretion).

If children ask questions outside the SRE Programme, the teachers will use their professional discretion in answering them in an appropriate manner and at an appropriate and suitable time.

Every child is entitled to receive SRE. It is our intention all children have the opportunity to experience a programme of SRE at a level that is appropriate for their age and physical development with differentiated provision if required.

### **Consulting Parents**

The 'Changing Me' materials and resources that will be used in the school's SRE Programme are available for parents to see in school. A request must be made to the Headteacher who will give parents the opportunity to review the resources. If the parent has any further concerns either the Headteacher or Pastoral Lead is happy to discuss this on an individual basis. The school will inform parents when an aspects of the SRE programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

### **Sex and Relationships Education in PSHE Curriculum**

Within the Inspire Education Trust we teach SRE through our scheme of work for PSHE, called Jigsaw. This scheme has been quality assured by the PSHE association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'. The scheme runs across all year groups from Reception to Year 6 and covers all aspects of personal, social, moral and spiritual education divided in to six themes:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me (and NSPCC 'PANTS')
- Sex and relationships education is taught through the 'Changing Me' theme in the Summer Term.

### **Foundation**

- Children learn about the concept of male and female and about young animals, this learning links to their trip to a farm and learning about farm animals.

### **Year 1**

Children in year 1 begin to understand the life cycles of animals and humans. They discuss

the different ways that they have changed since they were a baby including the different ways their body has changed. The children learn the biological names for all body parts including penis, vagina and testicles. They also talk about the names different families also have for these body parts. They are taught that each time they learn something new they are changing a little bit.

### **Year 2**

In Year 2 children build on their learning from year 1 by matching the correct body parts to a boy and a girl. They discuss the function of clothing to keep us warm, to look nice and to keep our private parts private. The children learn about the natural process of growing from young to old and learn that this cannot be controlled. They recognise how their body has changed since they were babies.

### **Year 3**

In Year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow.

Children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up.

They start to recognise stereotypical ideas they might have about parenting and family roles.

### **Year 4**

Children in Year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent.

They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a sperm meets an egg during 'a specially close and loving embrace'.

All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this.

They can identify changes that have been and may continue to be out of their control that they have learned to accept.

### **Year 5**

In Year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others.

Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a

natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise.

The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby.

Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed.

Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

### **Year 6**

Children in Year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations.

The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In Year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school.

The class teacher will teach SRE. A range of teaching methods are used which include use of video, discussion, games and practical activities. Sex and relationship education is usually delivered in mixed gender groups. However, on occasions where it is more appropriate they will be taught in single gender groups.

Resources to teach sex and relationship education include fiction, reference books, extracts from videos, diagrams and case studies. All resources are provided along with the 'Jigsaw' scheme of work to complement the activities that are suggested.

## Keeping Our Children Safe



In order to keep children safe from any inappropriate sexual behaviour and abuse we use the NSPCC recommended programme 'PANTS'. This will be delivered to Years 1 to 6 alongside the 'Changing Me' unit of the Jigsaw Programme.

### EYFS

Children will access this programme on a 1-1 if a need is identified by the Pastoral Lead.

### Year 1 to 6

The underwear rule  
Your body belongs to you  
Good and bad touch  
People you can trust

Childline Assemblies to be delivered to children through differentiated assemblies.

This policy will be reviewed on a two-year rolling programme or in light of any new legislation or guidance.

Date approved by Board of Directors / Local Governing Body:

Date to be reviewed:

Signed: \_\_\_\_\_

## Appendix 1

### Jigsaw Content

The grid below shows specific learning intentions for each year group in the '**Changing Me' Puzzle** . These specific lessons sit within the whole Puzzle (6 lessons), which looks at change, and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Name	Learning Intentions 'Pupils will be able to...'
1	Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl
3	How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  identify how boys' and girls' bodies change on the outside during this growing up process  recognise how I feel about these changes happening to me and know how to cope with those feelings

	Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Having a Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Girls and Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>
		<p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p>
	Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p>
	Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>

<p>Piece 4 Babies - Conception to Birth</p>	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
<p>Piece 5 Attraction</p>	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

