



# Sex and Relationships Policy

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Sylvan Infant School and Branksome Heath Junior School

Status & Review Cycle: Annually

Last Review Date: 24<sup>th</sup> May 2018

Review Group/Reviewer: Local Governing Body

Next Review Date: May 2019

Signed.....

## Policy Statement

All schools must have an up to date SRE policy which is made available for inspection and to parents. Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

## Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships and changes. In addition SRE will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood.

It is our intention that all children have the opportunity to experience a programme of sex and relationship education at a level which is appropriate for their age and physical development with differentiated provision if required.

## **Foundation**

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1 & 2**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. Sex and relationship education will follow the JIGSAW (Mindful Approach to PSHE) scheme of learning.

## **Year One**

The children will learn about friendships, how to be a good friend as well as appropriate ways of physical contact when greeting a friend. They will also learn about how their body has changed since they were a baby and the correct names of body parts including penis, testicles and vagina.

## **Year Two**

The children will learn about friends and conflict as well as understanding the range of family relationships and what form of physical contact is appropriate/acceptable. They will also learn how their body has changed since they were a baby and where they sit on the continuum from young to old. They will be taught about the physical differences between boys and girls, using the correct names for parts of the body (penis, testicles and vagina) and appreciate that some parts of the body are private.

## **Year Three**

The children will identify and practice some of the skills of friendship and continue to think about roles and responsibilities of each member of a family. They will also learn about how animals including humans change and grow up and that it is usually the female that has the baby. They will learn about how the babies grow and develop in the mother's uterus and that boys and girls bodies need to change on the inside and outside so that when they grow up their bodies can make babies.

## **Year Four**

Will learn about the web of relationships that they are part of and be able to identify someone they love and can express why they are special to them. They will learn how to show love and appreciation for people and animals that are special to them. They will also learn that some of their personal characteristics come from birth parents because of the joining of their egg and sperm. They will be able to label the internal and external body parts of male and female bodies that are necessary for making a baby. They will be able to describe how a girl's body changes in order for her to be able to have babies as an adult and that menstruation is part of this.

## **Year Five**

The children will be able to recognise how friendships change, know how to make new friends and how to manage when fallouts happen. They will understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. They will learn about how a boy's and girl's body changes during puberty. They will begin to understand that sexual intercourse can lead to conception and that this is how babies are usually made (they will also learn that sometimes people may need IVF to help them have a baby). The children will look towards becoming a teenager and the growing responsibilities that this brings.

## **Year Six**

The children will begin to understand the feelings that we can have when someone dies or leaves and start to understand that there are different stages of grief. They will recognise when people are trying to gain control or power and the role that technology can play in this (more on E-Safety will be taught through the computing curriculum). They will learn about how a boy's and girl's body changes during puberty and will get the opportunity to ask questions about changes during puberty. They will be able to describe how a baby develops from conception through the nine months of pregnancy and how it is born. They will understand how being physically attracted to someone changes the nature of the relationship.

## **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through science, RE, PSHE, and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. E.g. Channel 4 Living and growing video Unit 1 5-7yrs Differences/how did I get here? /growing up

## **Parental consultation**

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

## **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. 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, provision would be made to meet the individual child's needs.

## **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11. When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the head of school and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods

in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the sex and relationship education programme will be evaluated by assessing children's learning and implementing change if required.