



Sex and Relationships Policy

Mission Statement

Working together to welcome, nurture and inspire our children to follow their dreams and enjoy a happy, successful future.

This policy addresses Brindle Gregson Lane Primary School's approach to Sex and Relationships Education which regards the DfEE Sex and Relationship Guidance, 2000, and the Every Child Matters agenda (Stay Safe, Be Healthy, Enjoy and Achieve, Economic Well-being and Make a Positive Contribution)

PHILOSOPHY

At Brindle Gregson Lane Primary School we aim to develop children physically, emotionally culturally and morally to help children learn to become responsible and make well-informed decisions about their lives.

Following consultation with our pupils, it was decided that the following values are important to us and are therefore embedded in our curriculum and day to day teaching. They are: respect, responsibility, honesty, tolerance, self-discipline, understanding, love, thoughtfulness, perseverance, patience, determination, appreciation, trust, co-operation, courtesy, friendship, happiness, hope, caring, kindness, consideration, peace and enthusiasm.

AIMS FOR SEX AND RELATIONSHIPS EDUCATION

- To develop a caring and considerate attitude towards themselves, each other and society.
- To develop our pupils' confidence so that they form and maintain meaningful relationships.
- To enable our pupils to make informed and healthy choices about their lives.

- To understand their bodies, how they work and the reproductive processes that take place at puberty, using correct vocabulary for body parts alongside their own terminology.

ORGANISATION

- Mrs Esa is PSHE co-ordinator.
- Class teachers will teach Sex and Relationships Education.
- Some lessons will be discrete whilst others will form a part of the Science Curriculum.
- The school nurse or other professionals may provide input in some year groups.

INTENDED OUTCOMES

Sex and Relationships Education is assessed and adapted and therefore taught in a manner which is **appropriate to the child's age** and **maturity**. By taking part in our Sex and Relationships Education programme, pupils will:

Attitudes and values

- Learn the importance of values and individual conscience and moral considerations;
- Learn the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learn the value of respect, love and care;
- Explore, consider and understand moral dilemmas;
- Develop critical thinking as part of decision-making.

Personal and Social Skills

- Learn to manage emotions and relationships confidently and sensitively;
- Develop self-respect and empathy for others;
- Learn to make choices based on an understanding of difference and with an absence of prejudice;
- Develop an appreciation of the consequences of choices made;
- Manage conflict;
- Learn how to recognize and avoid exploitation and abuse.

Knowledge and Understanding

- Learn and understand physical development at appropriate stages;
- Understand human sexuality, reproduction, sexual health, emotions and relationships;
- Learn that contraception is used as a means of preventing pregnancy.

SEX AND RELATIONSHIPS EDUCATION PROGRAMME OF LEARNING

Sex and Relationships Education will be taught through areas of:

Unit 1	Growth, change and reproduction
Unit 2	Our changing world
Unit 3	Personal Safety
Unit 4	Emotions and feelings
Unit 5	Relationships

Reception

Differences

Living and growing - Unit 1, Chapter 1

Living and non-living things
Sorting animals - parents and offspring
Male and female - animals and humans, naming parts
Similarities and differences - likes/dislikes
Lifecycles – animals
Relationships

Year 1

Growing Up

Living and growing - Unit 1, Chapter 3

Growing from young to old
Birth of new family member
Me, myself and others
Families and friends
Hygiene
Relationships

Year 2

How did I get here?

Living and growing - Unit 1, Chapter 2

Correct terminology
Male and female need for conception
Dispelling the myths about birth (the stork etc)
Good touches/bad touches
Good secrets/bad secrets
Different family situations

Relationships

Year 3

Changes

Living and growing - Unit 2, Chapter 1 - Changes

Keeping safe who to tell and how to tell
Different rates of development
Me and my body
My changing body
My changing feelings
Expressing feelings and emotions
Families and friendship
Relationships

Year 4

Girl talk and boy talk

Living and growing - Unit 2, Chapter 2 and 3

Changes to my body, how do we change?
How feelings affect behaviour
Need for hygiene
Stereotypes and challenging stereotypes
Celebrating diversity – eg physical or cultural
Self respect
Good secrets and bad secrets
Relationships
Chat rooms, social networking sites

Year 5

Physical changes at puberty
Emotional changes at puberty
Age of consent
What is love?
Social changes at puberty
Differing rates of development
Language development
How our bodies are changing
Building self esteem
Peer influences
Changing family situations
Different types of relationships
Keeping safe
Touching
Chat rooms, social networking sites
Relationships

Year 6

How babies are made and born

Living and growing - Unit 2, Chapter 2 and 3

Sexual reproduction
Giving birth and parenting
How our bodies are changing
Puberty continued ... boys and girls issues
Changing emotions during puberty
Worries about change
Keeping safe, prevention of conditions such as HIV by using condoms
Exploring myths and misconceptions – pregnancy, STIs (sexually shared infections)
Media influences
Ambitions and Personal Goals
Independence
Responsible behaviour
Grooming, social networking sites
Same sex families
Support systems
Responsible use of internet
Relationships

PARENTAL INVOLVEMENT

We are committed to working with parents and carers and have a good working relationship with them. We have worked in partnership with some parents on the content of the sex and relationships programme. We understand that Sex and Relationships Education is a sensitive issue and will offer:

- Ongoing advice and support for parents and carers.
- A session afterschool will be arranged for parents and carers to discuss the Sex Education Programme and view materials.
- New parents and carers will be informed of the programme.
- Parents and carers will be informed ahead of teaching any sensitive topics.

RIGHT TO WITHDRAW

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the Statutory National Curriculum for Science.

The programmes of study, relevant to Sex and Relationships Education, are as follows:

- Y1 Animals, including humans, identify, name, draw and label parts of the human body and say which part of the body is associated with each sense.
- Y2 Animals, including humans have offspring which grow into adults.
- Y5 Describe the life process of reproduction in plants and animals.
Describe the changes as humans develop to old age.

Y6 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents.

The school will make alternative arrangements in such cases by providing a standard pack of information for parents who withdraw their children from sex and relationship education. (Available from the DfE).

TEACHING AND LEARNING GOOD PRACTICE

It is essential that children develop confidence in talking, listening and thinking about sex and relationships. The following teaching strategies will be used to help facilitate this:

- Ground rules will be established with pupils. These should include: No directed questions of a personal nature to another person and the use of appropriate language (correct terminology).
- The use of 'distancing techniques' eg: Use of puppets and letters to an agony aunt.
- Active learning situations and the use of individual, paired and group work.
- The use of Circle Time structure.
- Use of clear Agenda.
- Objectives shared with pupils.
- Children asked about what they already know and what they want to know.

ANSWERING QUESTIONS

- Clear parameters are established of what is appropriate and inappropriate in a whole class setting.
- If a question is too personal the teacher could remind the pupils of the ground rules. If the pupil needs further support they should be referred to an appropriate person eg the school nurse.
- If the teacher doesn't know an answer to a question this must be acknowledged and the question researched later.
- If the question is too explicit, too old for the pupils, inappropriate for the whole class or raises concerns, the teacher should acknowledge it and attend to it later on an individual basis.

- A suggestion box will be available for pupils to suggest areas or a question which they wish to discuss.

DEALING WITH SENSITIVE ISSUES

- Staff should be supportive and non-judgmental.
- Pupils should know that teachers cannot offer unconditional confidentiality.
- Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually before the end of the school day. The teacher should follow the school's confidentiality policy.
- If a teacher is directly approached by a pupil who is sexually active, this should be viewed as a child protection issue and procedures followed.

USE OF VISITORS

Visitors such as the School Nurse will have a discreet role to complement the delivery of Sex and Relationships Education alongside the class teacher.

CHILD PROTECTION

If a teacher is concerned that a pupil is at risk of abuse they should follow the school's Safeguarding procedures. Refer to separate policy. The school has two designated teachers:

Mr Melling (Headteacher),
Mr Smith (Deputy Headteacher),

INCLUSION

Inclusion is fundamental to the planning and delivery of Sex and Relationships Education. Children will be assessed and given work that is matched to their and maturity. Due regard will be given to those with additional needs and SEN requirements. Refer to separate policy.

EQUALITY

We will ensure all children have equal access to our Sex and Relationships education Programme by taking into account their different abilities, levels of maturity and personal circumstances. Refer to Inclusion Policy

LINKS WITH OTHER POLICIES

In addition to the above policies, the following policies are closely linked to the Sex and Relationships Education and can be referred to: PSHE Policy, R.E Policy, Science Policy, Teaching and Learning Policy, ESafety Policy.

MONITORING SEX AND RELATIONSHIPS POLICY

- The programme will be monitored by the PSHE co-ordinator/Headteacher and the Governors.
- The programme will be reviewed every 2 years or sooner if appropriate, and the subject matter reviewed to match the needs of the pupils.
- Progression is at all times considered.
- INSET will be provided to increase teacher's awareness and provide support as appropriate.

EVALUATING THE PROGRAMME

- The programme will be evaluated annually to check that aims are being met and there is evidence of pupil development.
- Pupils will be asked for their evaluations to inform the curriculum.

This policy will be reviewed annually or in the light of new legislation. Staff and Governors will be consulted and informed of any changes.

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