

SIXPENNY HANDLEY FIRST SCHOOL

# Sex Education & Relationship Policy

---

**4<sup>th</sup> June 2018**



## What are the statutory requirements?

- It is compulsory for all maintained schools to teach the biological aspects of sex education covered in National Curriculum Science.
- From January 2012 Ofsted will evaluate the extent to which pupils are able to understand and respond to risk, for example; relationships (including sexual relationships), as part of the 'Behaviour and Safety' element of the new Inspection Framework. In addition the extent to which a school promotes the 'spiritual, social, cultural and moral development' of pupils will form part of the overall judgement on school effectiveness.
- Primary and secondary schools are required to have a policy on sex education.
- Academies must give due regard to the government SRE guidance (2000).
- The Equality Act (2010) stipulates that RSE issues are taught in a way that does not subject pupils to discrimination.
- Schools must ensure the wellbeing of pupils (Children's Act 2004)

## Definition of Sex & Relationship Education (SRE)

Sex and relationships education (SRE) is life-long learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Aims at Sixpenny Handley First School:**

1. To stress the value of family life and the promotion of loving and caring relationships.
2. To provide information about sexual matters whilst also being sensitive to the needs of individuals and groups.
3. To encourage sensible attitudes to natural bodily functions and to counter misleading notions and folklore.
4. To generate an atmosphere within which pupils can ask questions and discuss sexual matters confidently and without embarrassment.
5. To provide the correct vocabulary for all parts of the body.
6. To increase awareness of sexual identity and develop ideas of non-stereotyped gender roles.
7. To acknowledge and complement the role of parents as sex educators and liaise with them, making teaching materials available for prior viewing.
8. To help children understand that they have rights and that it is important to report inappropriate touching, interference with bodies or assault.
9. To increase the communicative skills of children and reassure them that help and information is available to them.

## **Objectives:**

The teaching of Sex and Relationships is an integral part of the PSHE/Jigsaw curriculum.

1. To help young people through their physical, emotional and moral development, providing them with self respect that will help them to move with confidence from childhood into adolescence and then adulthood.
2. To help young people develop the skills and understanding they need to live confident, healthy and independent lives
3. To help children understand the importance of marriage for family life and bringing up children, but also that there are strong and mutually supportive relationships outside marriage. Care must be taken to ensure that children are not stigmatised on the basis of their home circumstances.
4. To promote the spiritual, moral, cultural, mental and physical development of pupils at school in order to prepare children for the opportunities, responsibilities and experiences of adult life.
5. Not to promote early sexual experimentation, but to teach children to understand human sexuality and to respect themselves and others.

## **Teaching of Sex and Relationship Education:**

As part of the Jigsaw scheme of work we focus on 'changes' in the Summer term which deals with trying new skills, emotional aspects of change and dealing with physical change.

### **By the end of the Foundation Stage;**

Pupils will be able to;

- Recognise that their behaviour can affect other people
- Identify family members and friends and the roles that they play
- Consider ways they have changed physically since they were born
- Recognise some of the proper names for the external parts of the body
- Describe some of the functions of some parts of the body

Pupils will know and understand:

- That humans produce babies that grow into children and then into adults
- Why it is important to keep clean
- Basic hygiene routines
- Who they can talk to at home and in school

Pupils will have considered:

- Different ways they can express their feelings
- How feelings can influence friendships
- How they can help to look after themselves

**By the end of Year Two pupils will;**

- Know the names of the main parts of the body
- Know the differences between males and females
- Start to understand the lifecycles of humans and other animals
- Recognise that I like and dislike the different sensations I feel through my sense of touch (e.g. tickle, cuddle etc)
- Tell you how special my body is and some things it can do
- Understand that some physical contact is acceptable and some is not
- Understand that sometimes it is good/not to keep a secret
- Know someone I can tell if I do not want to keep a secret

**By the end of Year Three pupils will;**

- Explain how my body will change as I get older
- Describe how my feelings will change
- Identify things I can do now
- Identify things I can do when I get older

*These lessons prepare children for Year 4 specific work on puberty.*

**By the end of Year Four pupils will;**

- Understand that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby
- Understand that I have developed from a baby
- Understand about the growth of a baby in the womb
- Explain what puberty is and describe some of the changes that occur during puberty
- Understand what it feels like to keep safe and that it is different for other people.

- Identify and respect the differences and similarities between people
- Recognise gender stereotyping

The teaching materials include lesson activities, worksheets, Jigsaw animations and a Living and Growing DVD.

Children's understanding of human relationships and feelings are also explored through the PSHE /Jigsaw curriculum and as an outcome of daily school life. Children may also ask questions and raise issues regarding sex education across the Key Stage and these are dealt with in as sensitive a way as possible, ensuring appropriate match between children's levels of understanding and maturity. When appropriate class teachers will liaise with parents about individual children. Parents will receive a letter, each year, outlining the lessons to be covered. The school will also provide the opportunity for a parental workshop every other year to share this area of the curriculum.

**Parents Right of Withdrawal: It is recognised that parents have the right to withdraw pupils from all or part of Sex Education outside the National Curriculum, DFE Circular No: 5/94 (Notified in school prospectus)**

### **Equal Opportunities:**

PSHE/Jigsaw and Sex and Relationship Education should play a critical role in dispelling ignorance, combating prejudice (e.g. racial, gender) and promoting a positive attitude to all. This process will begin from the time children come into school.

### **Assessment and Record Keeping:**

Sex and Relationship Education can be assessed by its inclusion in Medium and Short Term planning for Science and PSHE/Jigsaw. The development of key skills is commented on by the class teacher in the child's annual report.

Assessment activities have been identified which match the Key Stage One schemes of work and are recommended as a useful assessment tool.

### **Resources:**

All class teachers have their own copies of the Jigsaw lesson plans, resources and assessment sheets. Further resources can be located upstairs in the storage area or see the PSHE subject leader for support.

### **Safeguarding:**

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share in this commitment.

## **Appendices:**

### *Appendix 1*

#### **Definitions**

Effective Sex and Relationship Education is essential for young people to make responsible and well informed decisions about their lives. Sex and Relationship Education is a lifelong learning experience about physical, moral and emotional development. It is about the understanding of the importance of marriage for 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 – this would be inappropriate teaching.

#### **Policy Review:**

Annually

#### **Other policies to refer to:-**

*Behaviour and Anti Bullying Policy; Personal, Social, Health Education and Citizenship Policy; Science Policy and Scheme of Work; Health and Safety Policy First Aid; Child Protection and Safeguarding; Whistleblowing.*

*Policy written by R Hampshire (PSHE Subject Leader)*

*Updated by I Vost (Jigsaw Subject Leader)*

This policy is will be reviewed annually
--