



SHAMBLEHURST PRIMARY SCHOOL

Relationship and Sex Education Policy

This policy has been written in consultation with members of the governing body. It covers our school's PDL approach to Sex and Relationships Education (SRE) alongside the 2014 National Curriculum for Science. It should be viewed in conjunction with the following school policies:

- Child Protection (and CP additional safeguarding advice)

The policy will be available to parents through our school website and through an annual SRE meeting where they will be invited to view the materials and resources being used to teach their children.

Purpose

Sex and Relationship Education will be delivered as part of the whole curriculum to promote the physical, moral, social, spiritual and cultural development of our pupils.

It will endeavour to help pupils to respect themselves and others, moving with confidence from childhood through adolescence into adulthood. It will help prepare pupils for the opportunities, responsibilities and experiences of adult life.

Sex and Relationship Education will be taught at this school as part of both the PDL (Personal Development Learning) curriculum and the 2014 Curriculum Science programme of study.

We have chosen to plan and resource our SRE provision using expertise, planning and resources from the Christopher Winter Project which has been awarded the FPA Pamela Sheridan Award for Excellence, and is highly recommended by the PSHE Association. We also use the All About Us – Alternative DVD from Channel 4 learning, and we invest in lesson plans and resources from SCARF.

The Sex and Relationship Education programme at this school will reflect the school ethos and demonstrate and encourage the following values:

- respect for self;
- respect for others;
- responsibility for their own actions;
- responsibility towards their family, friend, school and wider community.

Parents have the rights to withdraw their child from all or part of the Relationships Education curriculum, except those parts included within the National Curriculum (Science) and from September 2019 that which falls under the new requirements for Primary Schools.

We recognise that parents are the key figures in helping children to deal with the emotional and physical aspects of growing up. Our school's teaching will be complimentary and supportive to the role of parents, and parents are invited to preview our videos and other resources which will be used.

The materials and resources used have been especially designed to take into account the age and maturity of the children. The Channel 4 DVD is the alternative versions which has been created to considerate to diverse cultures and faiths. The resources being used will always be approved by the Governing Body. Members of the teaching staff of this school will carry out all teaching, usually by the child's teacher. No outside agencies or visitors will be involved in Sex and Relationship Education discussions with the children, unless parents have been informed. Additional visitors would usually be school nurses.

Our catchment is a diverse one, as detailed in our Equalities Framework and the school and Governors are committed to ensuring that the education we provide represents the needs of the children and the school community.

Guidelines for Sex and Relationship Education

The context for Sex and Relationship Education in Primary School

The statutory 2014 Curriculum for Science in Year 5 states that pupils should be taught to describe the changes as humans develop to old age.

Suggested non-statutory activities include:

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.

Although there is not a statutory programme of study for the PDL (Personal Development Learning), the new curriculum does state that:

“All Schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.”

What is sex and relationship education?

It is a lifelong journey about physical, moral and emotional development, it is about the understanding of the value 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 has three main elements:

- attitudes and values
- personal and social skills
- knowledge and understanding

In our school, sex and relationship education contributes to the foundation of PDL by ensuring that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty.

The context of Sex and Relationship Education at this school

As part of sex and relationship education, pupils should be taught about the nature and importance of stable relationships, of family life and bringing up children. Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Pupils need, also, to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

Throughout the Key Stage, as part of both PDL and the Science programmes of study at this school, the following units will focus on Sex and Relationship education;

Key Stage 2

Programme of Study: PSHE Framework

- Know the names of the parts of the body
- To maintain personal hygiene
- to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way
- to learn about how the body changes as children approach puberty
- to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Science Attainment Targets

Year 5

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 5 – Learning Objectives

- Understand that children change into adults so that they can reproduce
- To explore the emotional and physical changes that occur in puberty
- To understand male and female puberty changes
- Explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways of getting support during puberty
- Know the words associated with female and male body parts - set agreed words

Year 5 Learning Outcomes –

- Explore the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence
- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty.
- Use words associated with male and female bodies without embarrassment and with understanding.

Year 6 -Learning Objectives

- To consider puberty and reproduction
- Consider physical and emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship
- Know the words associated with female and male body parts - set agreed words
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Learning Outcomes

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty (Year 5) and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate
- Describe the decisions that have to be made before having a baby

- Know some basic facts about pregnancy and conception
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong
- Use words associated with male and female bodies without embarrassment and with understanding.

RESOURCES Channel 4 Living and Growing – Alternative (a more sensitive approach than the original version designed to support diverse cultures and faiths that exist in our community)

All about Us – Unit 1 – Differences
 How did I Get Here?
 Growing Up

All About Us – Unit 2 – Changes
 Girl Talk
 Boy Talk

CWP project resources

Lesson 1 Year 4 Growing and Changing
 Lesson 2 What is Puberty?
 Lesson 3 Puberty Changes and Reproduction
 CWP – Scheme of Work
 Year 5 – Lesson 1 Talking About Puberty
 Lesson 2 – Male and Female Changes
 Lesson 3 – Puberty and Hygiene
 SCARF – Growing up and changing bodies Yr 5
 SCARF – All Change! Yr 4
 SCARF – My Feelings are all over the place! Yr 4
 SCARF – Puberty Statements
 SCARF – Agony Aunts
 SCARF – Period Quiz Yr 4
 SCARF – Help I'm a Teenager get me out of here!
 SCARF – Changing bodies and feelings
 SCARF - Taking notice of our feelings
 SCARF – Star qualities

Resources – Channel 4 All About Us

- All About Us – Unit 2 – Changes
- Girl Talk
- Boy Talk
- How babies are made – Unit 3 – How are Babies Made
- How Babies are Born

CWP – project resources – Lesson 1 Puberty and Reproduction
 CWP – Lesson 2 -Understanding Relationships
 CWP – Lesson 3 Conception and Pregnancy
 CWP – Lesson 4 – Communicating in Relationship
 CWP – Scheme of Work
 SACRF - Is this normal?
 SCARF – Puberty – Glossary of terms
 SCARF – Labelling female and male external body parts
 SCARF – Puberty statement – true or false?
 SCARF – Conception and pregnancy
 SCARF – Making Babies

'Living and growing' DVD programme How Babies are Made. Unit 3 Programme 7.
www.channel4.com/learning

In the DVD a brief mention is made of **contraception and masturbation.**

We also invest in the SCARF package of PSHE resources. The resources we currently use are available from the office on request.

Sex and Relationship Education will be co-ordinated by the Head teacher and Deputy Head teacher and will be delivered through PDL allocated time which may, at the discretion of the class teacher, be blocked into lessons on one day, or delivered weekly over a longer period of time – this takes place in July.

Teaching strategies for Sex and Relationship Education

Active learning methods that involve children's full participation will be used. Mixed gender groups will be used for most teaching but opportunities for single-gender 'question & answer' sessions will be offered. Any pupils who have questions will also have the opportunity to ask them anonymously through a class 'question box' or an 'ask it basket' which will be in the classes during SRE sessions and in the week following the sessions' delivery. Children have the opportunity to look at sanitary products in conversations about periods, in year 5 and year 6.

A set of 'ground rules' will help teachers create a 'safe environment' in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. Teachers are encouraged if they are asked questions that they do not know the answer to, to be honest, praise the child for asking the question and say they will find out the answer for the next session if appropriate.

Books, worksheets and videos will be available for review on request and books are available to pupils in the school library. Parents will have the opportunity to review materials, including DVDs, worksheets and books that would be used through the SRE package delivered in Years 5 and 6 and discuss any concerns with staff and a governor at an annual parent evening held in the summer term each year.

Questions raised after showing the children the video will be dealt with sensitively. The children's personal views on an individual level will be dealt with, with discretion. Children cannot learn effectively if they are concerned or frightened. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. 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, can lead to a disclosure on a child protection issue. The school believes that individual teachers must use their skill and professionalism in these situations and refer to the Headteacher and/or Designated Safeguarding Lead if they are concerned. All discussions will take place in line with the Child Protection Act.

Legal Framework

Parents have the right to withdraw their children from Sex and Relationship Education lessons, and are asked to send a letter to their child's class teacher.

Approved:
For Review: June 2019