



# Sex Education Policy

Committee Responsible	C&S
Member of School Staff Responsible	Mr J Clark
Review Frequency	Every 3 years
This Version Dated	2017
Next Review Due	2019

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 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)
- SEN
- SMSC

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**

At Hiltingbury Junior School, 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 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.

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 action;
- ◆ responsibility for their family, friends, school and wider community.

Parents have the right to withdraw their children from the Sex and Relationship Education offered, but not from any part which is included in the 2014 National Curriculum Science programme of study.

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 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 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.

### **Guidelines for Sex and Relationship Education**

## **The context for Sex and Relationship Education in the 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 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 learning 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 sex, sexuality and sexual health.

It has three main elements:

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

In junior schools sex and relationship education should contribute 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 content of Sex and Relationships Education at this school**

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage, 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 Science programmes of study at this school, the following units will focus on Sex and Relationship Education:

### **In Year 3**

#### **Programme of Study: PSHE Framework**

**1b)** To recognise their worth as individuals

**4e)** To recognise and challenge stereotypes

**3e)** To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

**4c,** Be aware of different types of relationship, including marriage and those between friends and families

**4g)** Where individuals, families and groups can get help and support

#### **Learning Objectives:**

- To explore the differences between males and females and to name the body parts
- To consider touch and to know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support

#### **Learning Outcomes:**

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

### **In Year 4**

#### **Programme of Study: PSHE Framework**

**1d)** 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

**3c)** Learn about how the body changes as children approach puberty

#### **Learning Objectives:**

- To explore the emotional and physical changes occurring in puberty
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction

#### **Learning Outcomes:**

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Discuss male and female body parts using agreed words
- Know some of the changes which happen to the body during puberty
- Know about the physical and emotional changes that happen in puberty
- Understand that children change into adults so that they are able to reproduce

### **In Year 5**

#### **Programme of Study: PSHE Framework**

1d) 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

3c) learn about how the body changes as children approach puberty

**Science Attainment Targets**

Describe the changes as humans develop to old age.

**Learning Objectives:**

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty

**Learning Outcomes:**

- Explain 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

**In Year 6**

**Programme of Study: PSHE Framework**

3c) learn about how the body changes as they approach puberty

4c) 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

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people

they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

**Science Attainment Targets**

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

**Learning Objectives:**

- To consider puberty and reproduction
- Consider physical & emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

**Learning Outcomes:**

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty 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

As part of this unit, the children will watch the Channel 4 'Living and growing' DVD programme How Babies are Made. Unit 3 Programme 7. [www.channel4.com/learning](http://www.channel4.com/learning)

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

Sex and Relationship Education will be co-ordinated by the PDL co-ordinator in consultation with the Science co-ordinator and will be delivered through PDL allocated time which may, at the discretion of Year Heads, be blocked into lessons on one day, or delivered weekly over a longer period of time.

### **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 opportunities to ask them anonymously through a class 'question box' which will be in classes during the SRE sessions and in the week following the sessions' delivery.

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.

Books and videos will be available for review on request and books are available to the pupils in the library. Parents will have the opportunity to review materials and discuss any concerns with staff and a governor at an annual parent evening to be held in the first half of 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 about being the victims of violence in the home. 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 disclosure of a child protection issue. The school believes that individual teachers must use their skill and professionalism in these situations and refer to the Headteacher if they are concerned. All discussions will take place in line with the Child's 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: March 2017**

**Reviewed: March 2017**

**For Review: March 2018**