



Sex and Relationship Education Policy



Designated Safeguarding Lead and
Designated Teacher for Children Looked After
Mrs Michelle Phizacklea
Head Teacher

Deputy Safeguarding Lead:
Mr David Homes
Deputy Head Teacher

Designated Governor responsible for Safeguarding:
Mr Mike Macaulay
Chair of Governors

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Signature Chair of Governors and Head Teacher	Date of Revision
1 March 2016	Original	Chair - Head Teacher -	March 2017

Contents:

Statement of intent

Aims and objectives

1. **Legislation**
2. **Organisation of the SRE programme**
3. **Key stage 1**
4. **Key stage 2**
5. **Resources**
6. **Training of staff**
7. **Delivery of the programme**
8. **Working with parents**
9. **Equal opportunities**
10. **Confidentiality**
11. **Bullying incidents**
12. **Monitoring and review**

Appendices

- a) **Appendix 1 - Science National Curriculum Overview, Sex and Relationship Guidance 2000.**

Statement of Intent

At Vickerstown Primary School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Aims and objectives

The sex education and relationship programme is an opportunity to:

- Equip children with information, skills, values and moral issues in order to have safe, healthy and fulfilling relationships in their future.
- Support the policy of 'Every Child Matters' and promote the aims for children to be safe, healthy and make a positive contribution to society.
- Provide factual up to date learning material appropriate to the age of the children.
- Enhance self-esteem and prepare pupils for future life.
- Be sensitive and respectful to parents views.
- Allow for on-going evaluation and modification of resources to keep up to date.
- Teach age appropriate factual information and help children develop an understanding of how their bodies grow and change.
- Demonstrate and encourage the following values:
 - Respect for self;
 - Respect for others;
 - Responsibility for their own actions;
 - Responsibility for their family, friends, schools and wider community.

1. Legislation

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013

2 Organisation of the SRE programme

The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents, in accordance with DfE recommendations.

The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum and therefore must be taught.

Foundation Stage

The children will have talked about their families and their place within it.

- They would have begun to appreciate that families or some groups of animals care for their young.
- The children begin to understand about life cycles.
- They are taught to appreciate the differences between people and how to show respect for each other.

2. Key stage 1

Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.

Pupils in Year 2 are taught:

- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

4. Key stage 2

Pupils in Year 3 are taught:

- That all animals reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies.
- About the importance of hygiene.
- About stereotypical ideas regarding parenting and family roles.

Pupils in Year 4 are taught:

- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.

Pupils in Year 6 are taught:

- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.

During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

5. Resources

We use the Channel 4 programme 'Living and Growing as a resource for the programme of study. We adapt worksheets and tasks where appropriate and draw on other resources such as books, power points and SEAL materials.

6. Training of staff

All staff members at the Vickerstown Primary School will undergo training on a regular basis to ensure they are up-to-date with the sex and relationship education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

7. Delivery of the programme

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the E-safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The programme will be designed to focus on boys and girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of developing healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

The Vickerstown Primary School understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

8. Working with parents

Vickerstown Primary School is well aware that the main responsibility in children's sex education lies with parents and carers, however we intend to build a strong partnership in this area so that the teaching of relationships and sex education is seen as a shared commitment of both home and school.

Vickerstown Primary School staff are aware that the views around SRE related issues are varied, however, while personal views are respected, all SRE issues are taught without bias.

Parents/carers will be regularly consulted on the content of the programme, through meetings and letters.

Vickerstown Primary School respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 1 - Science national curriculum.

8. Equal opportunities

Vickerstown Primary School understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

Vickerstown Primary School is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

9. Confidentiality

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers must, however, alert **Mrs Michelle Phizacklea**, Head Teacher about any suspicions of inappropriate behaviour or potential abuse as per Vickerstown Primary School's Child Protection Policy.

10. Bullying incidents

Vickerstown Primary School has a zero tolerance approach to bullying.

Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within Vickerstown Primary School

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-bullying Policy. **Mrs Michelle Phizacklea**, Head Teacher, will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

11. Monitoring and review

This policy will be reviewed by **Mrs Michelle Phizacklea**, Head Teacher in conjunction with **Mrs Kim Robinson**, school Counsellor, on an annual basis.

Any changes needed to the policy, including changes to the programme, will be implemented by **Mrs Michelle Phizacklea**, Head Teacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 2 - Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"> • That animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans. • That humans and animals can produce offspring, and they grow into adults. • To recognise similarities and differences between themselves and others. • To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none"> • That nutrition, growth and reproduction are common life processes for humans and other animals. • About the main stages of the human life cycle.
Key stage 3	<ul style="list-style-type: none"> • That fertilisation in humans is the fusion between the egg and sperm. • About the physical and emotional changes that take place during adolescence. • How the foetus grows and develops. • How the growth and reproduction of bacteria and viruses can affect health.
Key stage 4	<ul style="list-style-type: none"> • The way in which hormonal control occurs, including the effects of sex hormones. • The medical uses of some hormones, including the control of fertility. • The defence mechanisms of the body. • How sex is determined in humans.

Statutory framework for the Early Years Foundation Stage

Setting the standards for learning, development and care for children from birth to five

Published March 2014

Effective September 2014

EYFS Reception

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Personal, social and emotional development Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical development Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe, basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Understanding the world People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Science programmes of study: Key stages 1 and 2

National curriculum in England

September 2013

Year 1

Statutory

Animals, including humans Statutory requirements Pupils should be taught to: ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores Science - key stages 1 and 2 8 Statutory requirements ♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory) Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them;

grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 2

Statutory

Animals, including humans Statutory requirements Pupils should be taught to: ♣ notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Science - key stages 1 and 2 12 Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year 3

Statutory

Animals, including humans Statutory requirements Pupils should be taught to: ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Notes and guidance (non-statutory) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying

and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Year 4

Statutory

Animals, including humans Statutory requirements Pupils should be taught to: ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.

Notes and guidance (non-statutory) Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Year 5

Statutory

Animals, including humans Statutory requirements Pupils should be taught to: ♣ describe the changes as humans develop to old age.

Science - key stages 1 and 2 guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

Statutory

Animals including humans Statutory requirements Pupils should be taught to: ♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans.

Science - key stages 1 and Notes and guidance (non-statutory) Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.