



NEWBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

Sex & Relationship Education (SRE) Policy

Statement

This policy fully supports the broad aims of our school, and is intended to give guidance to all parents and staff, thereby offering a consistent approach to Sex and Relationship Education within the school.

At this school, we aim to create a happy, caring and secure environment which allows children to reach their full potential.

We consider it is important to provide a good Sex and Relationship Education as part of our PSHE programme because we believe that children need to be prepared for their entry from childhood through adolescence into adulthood. As such, young people deserve the knowledge and information to make their own informed choices so that they can handle their sexuality in a positive and caring way with tolerance and understanding. We believe it is important to increase each child's awareness of him/herself as a growing person and our role is to help them to cope with the physical and emotional challenges of growing up.

Parliament under section 241 of the Education Reform Act 1993 has established the legal framework for schools to follow. The legislation 5/94, regarding sex education acknowledges that parents have the right to withdraw their children from all or part of the sex education outside the National Curriculum. A parent wishing to exercise this right should, in the first instance, contact the Head teacher to discuss the matter. If, after that discussion, the parent still wants to withdraw their child they should inform the Head Teacher in writing and parents will be contacted annually to review and talk through their decision.

Aims and Objectives

Underpinning all of our PSHE work is our fundamental aim to develop our children's self-esteem.

We aim to:

- provide information in an objective balanced and sensitive way
- teach children about their own bodies
- enable our children to enjoy the company of others
- teach them to develop a language in which they can communicate about sexual matters
- help our children express themselves according to their maturity
- help them to understand the implications of certain types of behaviour
- enable them to experience loving and caring relationships
- teach our children ways to avoid situations in which they may be sexually exploited

The teaching and learning of Sex and Relationship Education

The school's Sex and Relationship Education Policy is likely to be delivered in a variety of different ways. Much of the work will be taught as part of the Science and Personal, Social and Health Education programmes. It should be noted that human reproduction is taught to Year 6 as part of Sex and Relationships Education. The detailed programme and the specific language used within lessons are attached as APPENDIX I +II.

We believe that it is impossible to avoid discussion on the topic of sex, for example a child may well want to tell the class that his/her mum is having a baby. When spontaneous discussion arises, it will be treated in such a way which encourages pupils to have due regard for moral considerations and the value of family life. Children will be treated

sensitively, as they are in all areas of our PSHE curriculum, according to their age and ability.

There will be opportunities for single sex or small group work as and when it is appropriate. Teachers will use their professional judgement to answer questions or refer them back to parents. If we feel it is a matter of child protection, we will follow the school procedures and policy which deal with this.

Parental Responsibility

We believe that parents have the prime responsibility for sex education - any work we do in school will be done in partnership with parents. Parents will have the opportunity to view resources and have any queries answered before sex education is taught. We do not feel it is appropriate for parents to be present during lessons where sensitive issues may be discussed.

Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the PSHE curriculum including sex education regardless of their race, gender, cultural background or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides life skills which enable pupils to make positive decisions in their lives.

Pupils with Special Educational Needs

Carefully planned and differentiated work should take into account children's needs at both ends of the special needs spectrum, so ensuring that each child has the opportunity to fulfil their potential.

Specific support maybe targeted when an additional adult is available, work will always be directed by the teacher.

Role of the Co-coordinator

- To support staff in planning and resourcing of sex education across the Foundation Stage and across the Key Stages.
- To monitor the planning, teaching and learning through shared work and professional discussions.
- To manage the PSHE budget, targeting particular areas on a rolling programme.
- Keeping up to date with developments and informing colleagues as appropriate.
- Up-dating and reviewing policy when required.
- Liaising with Governors, parents and LA

Homework

It is unlikely to be set formally. However, there will be many occasions when further discussions around issues, at home with parents, would be very beneficial and result in positive, intertwined learning.

Assessment

Assessment will be made through discussion and the use of Draw and Write techniques.

Other ways of assessing may be through Circle Time and the use of puppets.

Community Links

Parents, teachers and support staff have a positive input to school life and they support the PSHE curriculum in a variety of ways. As the delivery of Sex and Relationship Education is not the sole responsibility of schools, parents and members of the wider community have much to offer in supporting work within school.

Resources for Sex and Relationship Education (SRE)

We use many resources to support our delivery of SRE; these may be story books, poems, teaching packs, leaflets, models, videos or computer programmes. Teachers are seen as key resources and will be offered training to develop their own knowledge and skills with regards to this area of the curriculum.

We will ensure that we plan and preview resources before we use them - for criteria for use in school, please refer to APPENDIX III.

Parents are always welcome to come in and view the resources if they so wish.

Governors Role

Governors have a key role in establishing the Sex and Relationship Policy. The governing body work closely with and receive advice from the Headteacher and PSHE coordinator.

Visitors in the school

We believe that the best possible form of education is offered by the teachers who know the children well, and are able to know and understand their needs. At times we will use outside visitors. There will be close liaison between any visitors and the teacher in charge, and no visitors will be left alone to run a lesson without the teacher being present. Anyone supporting teachers in this area will be aware of the content and principles within this policy, and will agree to support them.

Review and Evaluation

The views of the teachers, governors, parents and children will be taken into account when evaluating the Sex and Relationship Education Programme. The policy will be reviewed each year by the Governing Body.

APPENDIX I

Sex and Relationship Education

Foundation Stage

Body knowledge

Body functions and changes

Body awareness and image

Personal Hygiene

Illness/Disease Prevention

Learning objectives:

- To be able to recognise the main external parts of the body
- To be able to name the sexual parts using colloquial and occasionally scientific words
- To be able to describe what their bodies can do and understand how amazing their body is
- To show some understanding that their body belongs to them
- To be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease

Key Vocabulary/Language:

- Range of feelings words e.g. happy, pleased, calm, sad,
- Baby, child, girl, boy
- Size, shape
- Range of simple external body parts e.g. hands, head, teeth
- Penis, testicles, vagina, bottom

Year 1

Body knowledge

Body functions and changes

Body awareness and image

Personal Hygiene

Illness/Disease Prevention

Learning objectives:

- To be able to recognise the main external parts of the body
- To be able to name the sexual parts using colloquial and occasionally scientific words
- To be able to describe what their bodies can do and understand how amazing their body is
- To show some understanding that their body belongs to them
- To be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease

Key Vocabulary/Language:

- Range of feelings words e.g. happy, pleased, calm, sad,
- Same, similar, different, unique, special, responsibility
- Baby, child, girl, boy, male, female, man, woman, teenager, adult
- Birth, death

- Range of simple external body parts e.g. stomach, chest
- Penis, testicles, vagina, vulva, testes, bottom, anus, nipple

Year 2

The Human Life Cycle

Growing Up

Personal Responsibilities

Parents, Carers, Families

Learning objectives:

- To be able to recognise babies, children and adults of different ages and put them into age order
- To understand that human babies grow inside their mothers
- To be able to describe the main physical developments which take place in early childhood
- To be able to describe some of the changes in responsibilities and expectations during early childhood
- To understand the basic needs of babies
- To understand how dependent a baby is on parents to provide its basic needs

Key Vocabulary/Language:

- Range of feelings words e.g. happy, pleased, calm, sad,
- Same, similar, different, unique, special, responsibility
- Baby, child, girl, boy, male, female, man, woman, teenager, adult
- Birth, death
- Range of simple external body parts e.g. stomach, chest
- Penis, testicles, vagina, vulva, testes, bottom, anus, nipple

Year 3

Body Knowledge

Body Functions and Changes

Body Awareness and Image

Personal Hygiene

Illness/Disease Prevention

Learning objectives:

- To be able to give a list of the main external parts of male and female bodies and may use some scientific names for these
- To be able to use the scientific terms *penis*, *testicles*, *breast* and *vagina* and explain which parts are male and which are female
- To be able to give several examples of the capabilities of their own bodies
- To be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things
- To be able to look forward to new areas of responsibility for their personal hygiene
- To be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness

Key Vocabulary/Language:

- Love, birth, death

- Dependent, independent
- Breast, nipple, anus, scrotum, penis, vagina, testicles, testes, vulva
- Toiletries
- Bacteria
- Infection
- Hygiene

Year 4

The Human Life Cycle

Growing Up

Personal responsibilities

Parents, Carers and Families

Learning objectives:

- To be able to identify the main stages of the human lifecycles and identify the stage of an individual with reasonable accuracy
- To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood
- To be able to identify an area for which they can take more responsibility
- To be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself

Key Vocabulary/Language:

- Love, death, birth
- Dependent, independent
- Breast, nipple, anus, scrotum, penis, vagina, testicles, testes, vulva
- Toiletries
- Bacteria
- Infection
- Hygiene

Year 5

Body Knowledge

Body Functions and Changes

Body Awareness and Image

Personal Hygiene

Illness/Disease Prevention

Learning objectives:

- To know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body and be able to explain basic functions
- To understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently
- To have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others
- To understand the importance of washing regularly and of maintaining other hygiene routines during puberty
- To understand ways, they can prevent the spread of common diseases

Key Vocabulary/Language:

- Puberty, development, period, menstruation, labia, penis, vagina, clitoris, prostrate, sperm duct, fallopian tube, ovary, uterus, cervix, endometrium
- Urethra, pubic hair, voice breaking
- Commitment, marriage, stable relationship
- Sanitary towel, tampon, body odour, deodorant

Year 6

The Human Life Cycle

Growing Up

Personal responsibilities

Parents, Carers and Families

Learning objectives:

- To be able to describe the main stages of how a baby is made, using some scientific vocabulary
- To be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- To understand that puberty affects people in different ways both physically and emotionally
- To understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly
- To describe some characteristics of a loving, trusting relationship
- To understand some basic reasons why a couple might choose to have children
- To show awareness of some family arrangements which are different from theirs

Key Vocabulary/Language:

- Puberty, development, period, menstruation, cervix, fallopian tube, ovary, vagina, uterus, ovulation, sperm, zygote
- Sexual reproduction, sperm duct
- Urethra, pubic hair, voice breaking
- Arousal, erection, sexual intercourse, sex, ejaculate, conception, pregnancy
- Commitment, marriage, stable relationship
- Sanitary towel, tampon, body odour, deodorant

APPENDIX II

The vocabulary that is used during Sex and Relationship Education is very important. That is why we have guidance on it. School is a place where all children should be able to develop good communication skills, confidence, positive body image and strong personal safety skills. SRE is one vehicle for enabling children to develop these skills in a safe and supportive environment. We know that having names for things is a way we can comfortably bring them into our experience and feel connection with them and a certain amount of control over them.

For many adults (teachers, parents, carers and governors included) the use of vocabulary to describe the human body and in particular the sexual parts of the human body are a sensitive topic. Many people personally feel uncomfortable using particular words and are anxious that teaching scientific words for sexual parts to children may challenge their innocence.

Age-appropriate use of scientific vocabulary for sexual parts can contribute to positive body image, open discussion and questioning and the development of strong personal safety skills.

For specific vocabulary used in each year group, please see Appendix I

APPENDIX III

Criteria for evaluating a resource to be used in school to support the delivery of the Sex Education Programme

- Does it fit with our policy for teaching sex education?
- Does it relate to the agreed aims and objectives of the policy?
- Is it suitable for the age, stage and abilities of the children?
- Does it appeal to the teachers and children?
- Is it up-to-date if it has factual content?
- Is it produced by a reputable organisation?
- Does it show an unfair bias? E.g. towards a commercial product?
- Does it avoid racial, gender and sexual stereotyping?
- Does it encourage active and participatory learning?
- Is it well designed and durable?
- Does it conform to the requirements of sex education?