

# Taddington and Priestcliffe C of E (A)Primary School

## Relationships and Sex Education Policy

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<b>Approval</b>	Board of Governors	<b>Chairman</b>	Jill Skidmore
<b>Headteacher</b>	James Handley	<b>Signature</b>	
<b>Date of last review</b>	n/a	<b>Date of review</b>	November 2019
<b>Date of next review</b>	2022 (2 years)	<b>Maintenance</b>	FGB

# Relationships and Sex Education Policy

## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,

Prepares pupils for the opportunities, responsibilities and experiences of later life.

This policy should be read in conjunction with the PSHE and Citizenship Policy

We use the Heartsmart resource scheme ( Church School celebration shared resource 2019) to support teaching and learning.

As a church school, the birth of Christ makes clear that the whole person (body, mind and spirit) is made in the image of God and of infinite value. At Taddington and Priestcliffe Primary School we believe that the development of the **whole person** (physically, morally, spiritually and intellectually), are fundamental to our purpose.

This development is influenced by the child's feelings towards themselves and their relationships with others. Sexuality is an integral part of everyone's personality, of what they are physically, what they feel emotionally and how others perceive them in terms of gender and expectations. The appropriate and fulfilling expression of sexuality requires elements of awe and wonder, and of discipline and self-control. Our Relationships and Sex Education policy and associated programme is planned to provide opportunities for the children to develop an understanding of and respect for their own and others sexuality. Key to this is developing skills which promote and maintain positive relationships and respect.

## Principles

Relationships and Sex Education is part of our Personal, Social, and Health Education programme which reflects the ages and needs of the pupils. It is planned to ensure that every pupil will receive equal, appropriate access. Tadding and Priestcliffe School uses resources such as the **Jigsaw resources** and Heartsmart Schemes of Work to support our SRE PSHE programme.

At The Priory Primary School we believe that a shared understanding of approach amongst Local Governors, Staff, Parents and Pupils is essential with the following guiding principles:

The foundation for sex education is in the development of making safe choices, self-esteem and healthy relationships with others.

School sex education complements and supports the role of parents. Home/School partnerships should always be encouraged to ensure that sex education is a shared responsibility.

Sex education is a life-long process.

Sex education will be presented in a sensitive, objective and balanced manner, acknowledging that pupils come from backgrounds that reflect differing values, cultures religious beliefs and experiences.

All pupils will be offered sex education in order to learn about their development in relation to others. However, **parents have a right to withdraw their child from these lessons.**

Pupils learn the nature of marriage and its importance for family life and the bringing up of children, whilst also recognising and valuing other family structures.

SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

No child should be bullied because of their perceived or actual sexual orientation or gender identity. Our school desires to be a safe and welcoming place for 'all God's children' (*Valuing all God's children*).

## **Aims**

As part of our PSHE, our relationships and sex education element aims to:

Provide a structure and climate in which each pupil can move towards a positive self-image with a developing sense of responsibility for themselves and others

Help pupils acquire:

- Sufficient and appropriate knowledge, skills and understanding
- Positive attitudes and values
- Personal skills

Provide an appropriate and accurate language with which to talk about themselves growing and changing

Combat ignorance, anxiety and misinformation and to educate against discrimination and prejudice

Encourage pupils to develop positive attitudes towards all body functions, personal hygiene and related health issues

Reassure pupils of their value and self-worth as well as encouraging pupils to respect and value others

teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary age e.g. the biological aspects of puberty and reproduction

Generate an atmosphere where pupils can learn about and discuss sexual matters without embarrassment

Help pupils understand that they have rights and should have control over who touches their body and develop the ability to make informed choices, decisions, regardless of conflict and pressure

## **Content**

Jigsaw covers all areas of PSHE for the primary phase. At Taddington and Priestcliffe Primary School it is structured in the following way, which means that SRE is called 'Changing Me' and takes place across the school in Summer 2.

<b><i>Term</i></b>	<b><i>Puzzle name</i></b>	<b><i>Content</i></b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

### **Detailed SRE content**

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

<b><i>Year Group</i></b>	<b><i>Piece Number and Name</i></b>	<b><i>Learning Intentions</i></b> <b><i>'Pupils will be able to...'</i></b>
1 <i>Commencing Summer 2019</i>	Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names: penis, testicles, vagina  respect my body and understand which parts are private
2 <i>Commencing Summer 2019</i>	Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl  understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
3	How Babies Grow	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family  understand that girls and boys bodies need to change so that when they grow up their bodies can make babies.
4	Outside Body Changes Girls and Puberty	identify how boys and girls bodies change on the outside during this growing up process.  describe how a girl's body changes in order for her to be

able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

Learn strategies to cope with these changes I will experience during puberty

Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

identify how boys' and girls' bodies

change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

express how I feel about the changes that will happen to me during puberty understand that puberty is a natural process that happens to everybody and that it will be OK for me

understand that sexual intercourse can lead to conception and that is how babies are usually made

understand that sometimes people need IVF to help them have a baby

appreciate how amazing it is that human bodies can reproduce in these ways

explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally

describe how a baby develops from conception through the nine months of pregnancy, and how it is born

recognise how I feel when I reflect on the development and birth of a baby reflect on how I feel about asking the

questions and about the answers I receive

5

## Puberty for Boys and Girls

### Conception

6

## Puberty for Boys and Girls

### Conception

## **Lesson guidelines**

1. The work should be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies where applicable (e.g. school nurse team).
2. The views of parents will always be considered.
3. Ground rules for Relationships and Sex Education will be developed with the whole class each year, referred to regularly and the pupils encouraged to do so. This will need to include agreement as a class not to ask personal questions.
4. Staff will use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalizing issues.
5. Adults leading sessions should admit if they do not know the answer and find out the answer later.
6. If a child's question seems inappropriate agree to discuss it with the child individually later, rather than with the whole class. These questions will be referred to parents rather than answered in school.

## **Working with Parents**

Under the Education Act 1993, children may be withdrawn by their parents, from parts of the Relationships and Sex Education programme that are outside compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Headteacher to discuss the aspects of the programme causing concern.

The Priory Primary School wishes to promote a partnership approach between home and the school so that every child has the optimum opportunity for personal growth, development and success. Fostering a 'supportive' environment that helps children cope with physical and emotional changes of growing up is crucial to Relationships and Sex Education.

Parental support and involvement is encouraged by:

Informing parents of the Relationships and Sex Education Policy; policy and programme details are **available on our website**.

Disseminating information about the Priory's Relationships and Sex Education Programme and related Curriculum Units through our **half-termly curriculum newsletters**.

Staff and Local Governors being sensitive to the needs of all parents and pupils especially those from religious/cultural groups, who may not feel comfortable with aspects of the sex education curriculum

In Y5 & 6, Relationships education resources, including any DVD's to be shown to children, will be available to parents who wish to see them. A letter will be sent to parents each year informing them of the content of the sessions for their child



### **Complaints Procedure**

If you have any cause for concern about the Relationships and Sex Education Policy, please come into the school to resolve the problem as soon as possible with the Class Teacher initially and if necessary the Headteacher. In the unlikely event that the concern cannot be dealt with, the complaints policy should be followed.

### **Monitoring and Review**

This policy will be reviewed every 2 years by the Full Governing Body.