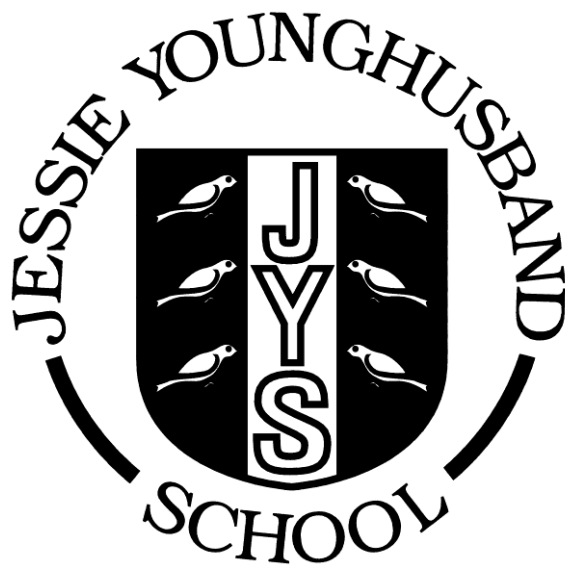


# **Jessie Younghusband School**



## **Sex and Relationships Policy**

Agreed Spring 2021

Review Spring 2023

## **INTRODUCTION**

The Governors have agreed that:

- Sex and Relationships education is taught as part of an integrated whole school PSHE curriculum and through aspects of the statutory science curriculum. These are entitlements for all pupils in accordance with the National Curriculum 2014 and DfE Sex and Relationship Education Guidance.
- Sex and Relationship education is a lifelong learning about physical, moral and emotional development. It is about the understanding of marriage as an example of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

### **Policy Statement**

SRE is embedded in the PSHE curriculum and aims to help children to develop;

- Self esteem and self awareness;
- The skills needed for successful relationships;
- A positive attitude to difference and diversity;
- An understanding of their own and others' rights;
- Emotional literacy
- The ability and confidence to make informed choices;
- The knowledge, skills, understanding and attitude to optimise their health;
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm;
- An understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well-considered decisions;
- A discerning eye for the messages they receive from the media;
- A positive attitude towards their body and sexuality;
- The ability to access help and support.

SRE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them with the process of puberty and help them to understand issues relating to sex and reproduction. It provides opportunities to develop life skills and an individual moral framework to enable them to make positive use of information.

### **Aims and Objectives**

This policy is a working document, which provides guidance and information on all aspects of SRE, and aims to provide a secure framework within which staff can work.

Our SRE programme is inclusive and acknowledges and accommodates diversity within our school and the wider community.

All parents and carers have the right to withdraw their child from SRE lessons.

Our SRE scheme aims to provide children with;

- The skills needed for successful relationships;
- A moral framework that will guide their decisions and behaviour;
- Opportunities to understand and celebrate difference and diversity;
- An understanding of their own bodies;

- The confidence and know-how to seek help and advice;
- Self-esteem, self-awareness and emotional health;
- An awareness of the right they have over their own body;
- Good communication skills- including assertiveness;
- The skills and knowledge to make positive informed choices;
- The ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else;
- The ability to take responsibility for, and accept the consequences of, their own actions;
- The knowledge to reduce the risks to their own health, and the health of others.

SRE is taught within the morals and values framework, which promotes;

- Self respect and respect for others
- Empathy, mutual support and cooperation;
- Honesty;
- Responsibility for personal actions;
- An awareness of the uniqueness of individuals;
- Respect and acceptance towards others who may have different background, cultures and sexuality;
- An awareness of not making assumptions about others;
- The right of people to hold their own views ( as long as these views do not impact negatively on the rights of others);
- The right not to be abused or taken advantage of by other people;
- The right to accurate information about sex and relationships issues.

## **Organisation**

SRE is embedded in the PSHE curriculum and is delivered in PSHE lessons for each year group. Some aspects of the SRE are delivered as part of the science curriculum.

The 'Changes' unit is delivered in the summer term to all year groups.

SRE is delivered by the class teacher. In year 5, male and female teachers may enhance the programme by delivering two informal sessions on puberty, and personal hygiene.

Appropriate visitors may be invited into school, because of their particular expertise or contribution that they are able to make e.g. a police liaison officer to talk about peer pressure and drug awareness. However, all outside input into PSHE lessons are part of a planned programme and discussed and agreed with staff in advance.

## **Content**

Our PSHE curriculum follows the 'Cambridgeshire Personal Development Programme' scheme, which we introduced in September 2017. PSHE units are run over a two-year cycle. Please see the PSHE Long Term Plan for further details.

During the summer term, the 'Changes' PSHE unit is delivered to all children. Whilst there are Cambridgeshire PDP resources to support the teaching of this unit, its content is primarily based on the 'Growing Up' scheme which was fully researched, updated and then trialled during the summer of 2014, before a further review and update was carried out ready for summer 2015 delivery.

The areas of learning that are covered include;

### **KS1 Lesson notes for 'Growing Up'.**

Keeping Safe  
Similarities and Differences  
Families of all kinds  
Someone to talk to  
Male and Female

### **KS2 Lesson notes for 'Growing Up'**

Keeping Safe  
Similarities and Differences  
Families of all kinds  
Someone to talk to  
Gender stereotypes  
Gender and Sexuality  
Male and Female  
Growing and Changing – Puberty  
Reproduction and Birth

In year 5 the children are taught about Puberty and Personal Hygiene. The children are given leaflets to take home to discuss with their parents about what they have been learning. Parents are informed of the content of the lessons before they take place.

Channel 4's Living and Growing DVD is being used to support this learning. It has value across the school and is included as a resource in other year groups plans, and in many other school schemes. For each year group there is a series of 6 lessons. There is clear progression and coverage of the learning objectives for both the PSHE and the Science curriculum.

### **Teaching and Learning**

In keeping with the school's approach to PSHE which is detailed in the PSHE curriculum introduced in 2017, a variety of teaching and learning methods are used as appropriate to the topic and needs of the pupils (e.g. brainstorming, role play, group discussion, circle time, gender specific questions). Year 6 will have separate gender sessions with the class teacher..

These strategies enable pupils to:

- place new learning in the context of previous experience;
- explore currently held personal and cultural beliefs and values in the context of new learning;
- apply new learning to other situations;
- relate new knowledge to current behaviour, so as to be able to make and act on informed choices;
- actively consider the implications of the learning for themselves, society and the environment;
- be involved in their own learning and evaluate.

### **Specific Issues**

#### **Dealing with questions:**

Teachers should establish clear parameters of what are appropriate and inappropriate (e.g. in terms of use of language, listening to answers and asking questions) in a whole class session. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer him or her to the appropriate person for this;
- If a teacher does not know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later on.

### Hygiene

A bin is provided in the girls' toilets for the disposal of sanitary protection. Sanitary protection is available from the first-aider in the school office.

### Agreed Terminology

All staff will use the correct terms for all the parts of the body as this is deemed good practice.

### Confidentiality and Personal Disclosures

If a child causes concern or there is a personal disclosure, follow the school's child protection policy.

## **APPENDICES**

## APPENDIX A – Scheme lesson plans for each year group

### APPENDIX B - Sex and Relationship Education Learning Outcomes

Those statements marked with an asterisk are part of the National Curriculum science requirements. Unless marked with a specific year group, all the other statements apply to all the key stage.

□ By the end of Key Stage 1

#### **Pupils will be able to:**

- identify and name basic parts of the human body \* 1
- notice that animals, including humans, have offspring which grow into adults ( be introduced to the processes of reproduction and growth in animals ) \* 2
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

#### **Pupils will know and understand:**

- that animals, including humans, grow and reproduce\* 2
- that humans and animals can produce offspring and these grow into adults\* 2
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

#### **Pupils will have considered:**

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

□ By the end of Key Stage 2

**Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively \*4,\* 5,\* 6
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

**Pupils will know and understand:**

- that the life processes common to humans and other animals include growth and reproduction\* 5
- about the main stages of the human life cycle \* 5
- that safe routines can stop the spread of viruses including HIV \*6
- about the physical changes that take place at puberty, why they happen and how to manage them \*5, \*6

- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

**Pupils will have considered**

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.