

## **Hinchliffe Mill Junior and Infant School**

### **Sex and Relationship Education Policy**

(Revised February 2013)

Sex and Relationship Education is part of a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of committed partnerships and marriage for 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.'

It has three main elements:

- personal skills
- knowledge and understanding
- attitudes and values

#### **Aims:**

- to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others
- to promote knowledge and understanding appropriate for their age group within a moral framework, not just picking up on bits of playground talk
- to inform and reassure children about what is happening [or is going to happen] to them and about how to care for and be responsible for their own bodies
- for children to be able to name parts of their bodies and know how they work
- to give children opportunities to discuss sexual issues in a sensible and caring environment underpinned by a strong moral framework
- to allow children to be confident and secure in their knowledge about sex, to know that body changes are a preparation for sexual maturity, and understand the process of conception & birth at a level appropriate for their age group
- for children to know the basic biology of human reproduction and to be aware of some of the skills required in looking after a baby
- for children to begin to know and understand about the physical, emotional and social changes that take place while growing up
- more specifically in upper KS2 to be prepared for puberty, to know that it brings about changes in emotions and to know ways of coping with difficult emotions, fears & worries
- to fulfil the statutory orders as laid out in the National Curriculum Document
- to enable children to make healthy and informed choices about their lives, relationships and sex
- to teach skills around relationships
- for children to know their own rights and to be able to protect themselves and ask for help and support
- to develop confidence in children, in talking, listening and thinking about feelings and relationships and to realise the value and consequences [good and bad] of relationships

#### **Objectives**

Through our practice and methodology we aim to allow our children to be proud of their body, enjoy what they can do with it & treat it with respect, to develop an understanding of different types of relationship including marriage, & know that there are many different patterns of friendship.

## Methodology

School will work in partnership with parents in planning and delivering Sex and Relationship Education, which will be provided through the wider curriculum of PHSCME, developed through four broad themes:

- developing confidence and responsibility and making most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier safer lifestyle
- developing good relationships and respecting differences between people

SRE will not be seen as anything strange or naughty; behaviour expectations will be similar to those in other curricular areas such as circle time, but where teachers feel it appropriate special ground rules will be established.

Questions will be answered openly and honestly at a level appropriate to the child's level of knowledge and understanding. The teacher reserves the right to refuse to answer personal questions or ones designed to test or shock. Teachers will endeavour to maintain confidentiality of pupils although there may be times such as disclosures of abuse or of criminal behaviour when confidentiality has to be broken. Teachers will always try to gain the child's permission for this[see note on child protection].

**Planning:** A medium term plan specifies areas to be covered in different year groups in order to ensure a drip feed approach, but detailed work will be planned by class teachers who will aim to deliver work connected with sex and relationships as part of larger topics on a two yearly cycle. The school nurse will work alongside the teacher in Y5/6 as laid out in the school nurse contract.

The content of the SRE programme reflects the content of PHSCME and the Science curriculum. A scheme of work is attached.

Prescribed Content - as laid out in **National Curriculum Science**

[Parents have no right to withdraw their children from these parts of the programme.]

### KS1

- Animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans and other animals
- Humans and animals produce offspring and that these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

### KS2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

### Equal Opportunities

- Hinchliffe Mill is committed to equal opportunities and while parents will be informed of their statutory rights to withdraw their children from sex education it is hoped that this will not occur and that therefore ALL children will have access to the curriculum.
- Children will be encouraged to value themselves and others as individuals.
- Different types of families and lifestyles will be valued and, while sex will be placed within a strong moral framework promoting stable loving and relationships, marriage itself will not be promoted as the only context for it in order not to stigmatise the many children whose parents are not married.
- All lessons will be taught to mixed gender groups including menstruation, though pupils will be offered an opportunity to discuss any specific issues either alone or in single sex groups.

## **Resources:**

### **Human**

First and most importantly is **The Teacher**, who will be supported by access to appropriate resources, training and support.

The school nurse will be available for support and consultation as will the PHSCE coordinator.

### **Other**

BBC video and booklet

Channel 4 'Living and Growing' video and resources

'Knowing me Knowing You' LDA publishers

Health for Life Books

Tacade Re-Solv Skills for primary children

Materials used will be appropriate and will be shown to and discussed with parents. Parents will be invited to come into school to have the opportunity to discuss in detail the content of what is being taught and the materials used, as well as being offered support in talking to their children about sex and relationships and how to link this with what is being taught in school.

### **Communication with parents**

Parents are invited into school by letter on a bi-annual basis to be kept informed of and discuss any issues relating to the teaching of SRE.

### **The role of the teacher**

- All teachers will teach some Sex and Relationship Education to varying degrees of complexity and depth at an appropriate level, where it fits in with the wider curriculum picture
- Delivery will be on a two yearly cycle due to mixed age of classes
- The school nurse will work alongside the coordinator at upper KS2 to deliver the main programme of work.

### **The role of the coordinator**

- to model good practice
- to ensure the implementation of this policy
- to monitor and evaluate practice within classrooms
- to support staff with planning and delivery
- to attend courses and keep abreast of new developments
- to inform governors on current policy and practice in SRE
- to maintain a file of evidence for this subject area
- to review this policy

The co-ordinator responsible for this policy is Nicola Byram

### **Liaison**

There are regular meetings with the school nurse to assist ongoing planning and for support and consultation. SRE network meetings are attended and newsletters received.

### **Targets**

To keep up to date with any changes to this area of the curriculum by regular meetings with the school nurse.

This policy will be reviewed on a bi-annual basis.

## **Appendix 1**

### **Suggested PHSCME Content:**

#### **Foundation [annually]**

Similarities and differences  
Correct naming of body parts [vagina, penis]  
Me – a special person  
My family and me  
Friendships & relationships  
How I feel  
Good touches / bad touches  
Baby animals and babies-care of  
Life cycles  
Anatomically correct dolls available in role-play areas

#### **Years 1 and 2**

##### **Cycle 1:**

Autumn:

##### **Belonging to a community [PHSCME]**

Responsibilities and relationships from self to family, school and wider community

##### **Developing a healthy lifestyle [PHSCME]**

Healthy choices caring for myself diet, exercise, sleep, personal hygiene

##### **Ourselves [Sci]** Naming body parts

Spring:

##### **Friends and Bullies [PHSCME]**

What makes me feel sad / happy?

Moods and feelings, teasing, bullying, touching-good / bad touches

Summer:

##### **Health and growth [Sci]**

Differences [C4 video]

Growing up-How I've changed

Growth-lifecycles

##### **Cycle 2:**

Autumn:

##### **Belonging to a community [PHSCME]**

Responsibilities and relationships from self to family, school and wider community

Spring:

##### **Families, friends and feelings PHSCME**

Caring for people, animals and friends

Treating living things with sensitivity

Summer:

##### **Looking after our world/ourselves**

## Years 3 and 4

### Cycle 1

#### **Belonging to a community [PHSCME]:**

Identifying positive things about themselves and their achievements

Respecting self & others:

Understanding opinions, viewpoints of self & others

#### **Developing a healthy lifestyle [PHSCME]**

#### **Moving and Growing [Sci]**

How the body works: caring for themselves - sleep, rest, exercise,

Hygiene, healthy eating

#### **Friends and Bullies [PHSCME]:** Falling out, loyalty, trust

Develop skills needed for relationships – e.g. listening, supporting, and showing care

Seeing mistakes, communicating feelings

Respecting others & understanding their viewpoints- valuing diversity

Appropriate touch

#### **Growing and changing**

[link + Helping plants grow well Sci]

Body changes as you grow older- intro to puberty

How have I changed? Physically, and in terms of responsibilities etc.

C4 Video-Changes

Tolerance of others-race, beliefs etc. Stereotypes.

Different kinds of families

How babies are made?

Caring for babies-our needs and needs of others

C4 videos How babies are made

How babies are born

### Cycle 2

#### **Families friends and feelings PHSCME**

Revisit different types of family

Resolving differences, falling out with friends, learning friendship/relationship skills

Friendships, coping with falling out

Coping with peer pressure

#### **Looking after our world/ourselves [Drugs ed. PHSCME]**

Keeping secrets-Who to trust go to for help

Resisting peer pressure

## Years 5 and 6

As in other year groups, topics of work are covered as above on an ongoing basis throughout the two year PHSCME planning cycle.

#### **SRE Cycle 1 Summer:**

Revisit all previous topics but focus in much more detail on changes, physical and emotional, at puberty for girls and boys, personal hygiene, self-esteem.

Coping with menstruation: biologically, practically and emotionally

Naming and understanding role of sex organs alongside other body organs

Reproduction - sexual intercourse [contraception referred to in passing but not dwelt upon unless it occurs as a question]

Masturbation

Wet dreams

Gender Stereotyping/peer pressure