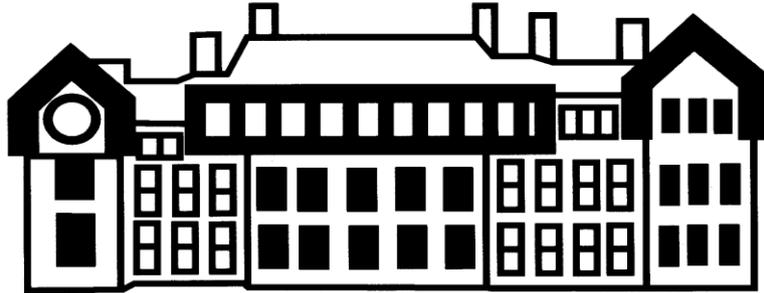


**GORDON**



**SCHOOL**

# **Sex & Relationships Policy**

**Ratification date: March 2018**

**Review date: March 2021**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**

# Sex and Relationship Education Policy

See also: Child Protection and Safeguarding Policy

## 1 Gordon Primary School Values Framework

We have ten values which underpin all of the work we do as a school. These are:

- honesty & kindness
- respect & co-operation
- curiosity & creativity
- ambition & resilience
- empathy & integrity

## 2 Introduction

Our policy on Sex and Relationship Education (SRE) is based on the DfE document *Sex and Relationship Education Guidance* (DfES0116/2000).

In the DfE document, SRE is defined as *'learning about physical, moral and emotional development'*. The guidance states *'it is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'*.

SRE is part of the **Science and Personal, Social and Health Education (PSHE)** curriculum in our school. When we inform our pupils about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. In accordance to the Equality Act 2012 we do not use SRE as a means of promoting any form of sexual orientation.

## 3 Our Aims when Teaching SRE

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

## 4 The Context of Teaching SRE

We teach our pupils about sex in the context of the school's values framework (see above). While SRE in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code and our school values. We believe:

- sex should be taught within the context of a stable, loving, committed relationship between consenting adults;
- sex education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- children know how to build positive relationships with others with trust and respect at their core;
- children need to learn the importance of self-control.

## **5 Delivering Appropriate and Effective SRE**

To ensure SRE in our school is appropriate and effective we:

- have a member of staff who has overall responsibility for the subject – this is the Personal, Social and Health Education (PSHE) Lead;
- consult with parents / carers on all matters of SRE policy;
- train all our teachers to teach about sex;
- listen to the views of the children;
- look positively at any local initiatives that support us in providing the best SRE programme possible.
- teach in classes/mixed gender
- teach at age-appropriate level following \*The Christopher Winters Project
- have anonymous question box in every class-worry box
- establish clear ground rules
- use correct terminology
- promote respect and tolerance
- encourage not to discuss sensitive details with younger siblings/on the playground
- teach through a variety of approaches eg: discussion, pictures, photographs, books, video

## **6 The SRE Curriculum and how it is Organised**

We teach about sex through different aspects of the curriculum. While we carry out the main SRE in our Personal, Social and Health Education (PSHE) curriculum, we also do some SRE through other subject areas such as science and PE. This cross-curricular approach contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about personal hygiene and relationships, and we encourage them to discuss issues. We teach about the parts of the body, how they are different in males and females and how these work. We explain what will happen to their bodies emotionally and physically during puberty; e.g. we teach the children that boys' voices will change during puberty and we explain menstruation to both boys and girls as well as how their body prepares for reproduction. We encourage the children to ask questions to help their understanding if they need it. These areas are taught through the Christopher Winter Project.

## The Christopher Winters Project

<b>Year 1 Learning Focus</b>	<b>Resources</b>
To understand some basic hygiene principles	Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if they have one) Keep clean pictures
To introduce the concept of growing and changing	Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary
To explore different types of families and who to ask for help	Talking object Story bag - containing plaster and skipping rope Pictures of families <i>The Family Book</i> , Todd Parr

<b>Year 2 Learning Focus</b>	<b>Resources</b>
To introduce the concept of male and female and gender stereotypes To identify differences between males and females	2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) OR Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies
To explore some of the differences between males and females and to understand how this is part of the lifecycle	Talking object Living & Growing DVD, Unit 1, Programme 1, <i>Differences</i> Anatomically correct toy farm animals Cats and kittens worksheet
To focus on sexual difference and to name body parts	2 large PE Hoops Hoop labels Body Parts picture cards Body Parts worksheet

<b>Year 3 Learning Focus</b>	<b>Resources</b>
To explore the differences between males and females and to name the body parts.	Clothed babies picture cards Living & Growing DVD, Unit 1, Programme 1, <i>Differences</i> Pictures of male and female bodies Male and female matching cards
To consider touch and to know that a person has the right to say what they like and dislike.	A bag of textured objects to touch, for example: sandpaper, cotton wool, play dough, silky material, a pebble etc.

	Year 3 Problem Pages
To explore different types of families and who to go to for help and support.	Families pictures Who can I talk to? worksheet The Family Book, Todd Parr

Year 4 Learning Focus	Resources
To explore the human lifecycle	Lifecycle pictures Lifecycle word cards Babies and Children Worksheet
To identify some basic facts about puberty	Living & Changing DVD, Programme 2, Unit 1, How did I get here? Book: The Family Book by Todd Parr Our Bodies worksheet
To explore how puberty is linked to puberty	Book: Hair in Funny Places, Babette Cole Body Changes worksheet

Year 5 Learning Focus	Resources
To explore the emotional and physical changes occurring in puberty.	Puberty Changes Teacher Guide Pictures of male and female reproductive organs Anonymous questions template Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4
To understand male and female puberty changes in more detail	Pictures of male and female reproductive organs. Menstrual cycle animation Male pictures Puberty Card Game Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) <a href="http://www.bbc.co.uk/science/humanbody">www.bbc.co.uk/science/humanbody</a> What is the Menstrual Cycle? Cards The Menstruation Card Game for Girl
To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty	Kim's Game items and a cloth to cover them (see lesson plan) Year 5 Puberty Problem Page Problem Page Teacher Guide Puberty Bingo

Year 6 Learning Focus	Resources
To consider puberty and reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary
To consider reproduction in the context of relationships	DVD - Living and Growing Unit 2, Programme 5,

	How Babies are Made. Relationship pictures
To explore the process of conception and pregnancy	How does a baby start? cards (one set per group) • How does a baby start? whiteboard summary • Anonymous Questions from previous lesson - typed

In science lessons teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the National Curriculum guidance. In Key Stage 1 (Years 1 and 2) we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 (Years 3 to 6) we teach about life processes, how humans reproduce and the main stages of the human life cycle.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers understand the importance of answering all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange meetings with parents and carers to discuss the programme of lessons. We share the resources with them, explain what we will be teaching and the approach we will use.

## 7 The Role of Parents & Carers

The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and co-operation. To promote this objective we:

- inform parents and carers about the school's SRE policy and practice;
- answer any questions that parents and carers may have about the SRE of their child;
- take seriously any issue that parents and carers raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents and carers to be involved in reviewing the school policy;
- inform parents and carers about the best practice known in regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from parts of the SRE programme. If a parent or carer wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always tries to comply with the wishes of parents in this regard.

Parents and carers must be aware that the aspects of SRE which relate to the science curriculum, such as life cycles, reproduction and puberty, are legal requirements. Parents cannot withdraw their child from these elements. Also, authors sometimes include issues relating to SRE in older children's literature. We remove from circulation any texts which we deem inappropriate, but there may be mild references to SRE in some children's books.

## **8 The Role of other Members of the Community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse, give us valuable support with our sex education programme. Other people that we may call on include social workers and youth workers.

## **9 Confidentiality**

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of Child Protection in accordance to the school's Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

## **10 The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that staff, parents and carers are informed about the SRE Policy, and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively and manage difficult issues with sensitivity.

The Headteacher ensures the school liaises with external agencies regarding the SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## **11 Monitoring and Review**

The Curriculum Committee of the governing body monitors the impact of our SRE policy when it nears its revision date. This committee gives serious consideration to any

comments from parents and carers about the SRE programme, and makes a record of all such comments. It reports its findings and recommendations to the full governing body and liaises with the Headteacher if modifications are required.

This policy will be reviewed in three years, or earlier if necessary.