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Sex and Relationships Education Policy

Introduction

The purpose of sex and relationship education is to help and support young people through their physical, emotional and moral development. Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. Decisions pupils make about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation and we seek to work with parents to ensure that the teaching of sex and relationship education reflects their expectations and complements teaching at home.

Scope and publication

This Sex and Relationships Education Policy applies to all pupils and staff at Grampian Primary Academy. This policy is available on the school website and is provided to all staff via the school's network. This policy can be made available in large print or other accessible formats if required.

Who was consulted?

The Policy also draws upon the DfE guidance on sex and relationships (July 2000).

Relationship to other policies

Sex and Relationships education forms an integral part of our curriculum and the schemes of work for science, citizenship, and personal, social, and health education (PSHE), and relates to child protection.

Aims of this policy

Within the context of the school's PSHE curriculum, the sex and relationship education programme at Grampian Primary Academy aims to enable students to:

- Understand the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- Understand the biological facts related to human growth and development including reproduction and contraception.
- Accept that change is part of the life cycle and be able to adjust to these changes.
- Recognise the value of loving and caring relationships.
- Understand the value of family life, the implications of parenthood and the needs of the very young.
- Develop a range of personal skills and qualities, e.g. self-esteem, communication, negotiation, listening skills, empathy, assertiveness which will help students to have fulfilling personal and sexual relationships.
- Challenge sexism and prejudice in society and promote equality of opportunity.
- Be aware of sources of help and advice available within the family, school and community, and acquire the skills and confidence to use them.

- Accept their sexuality in a positive way and enjoy relationships based on mutual respect and responsibility, free from any abuse.
- Have the knowledge to protect themselves from infection or unwanted pregnancy.
- Have a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Understand how the law applies to sexual relationships.
- Value their own body and behave within a moral framework.

Definition and programme

With the above aims in mind we have developed a programme which is designed to provide information and guidance sufficient to allow our students to develop in confidence.

The school's sex and relationship programme is designed to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Pupils will be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others, and also for the purpose of preventing and removing prejudice.

The programme (and staff linked to that programme) is outlined in Appendix 1 (*Schools should insert their own teaching programme in the appendix.*)

Roles and responsibilities

The Education Director and Trust will:

- Ensure this policy is monitored, reviewed and updated accordingly.
- Ensure that sex education is provided in a way that encourages pupils to consider morals and the value of family life.

The Headteacher will:

- Decide how sex education should be included in the school curriculum and what it should consist of.
- Ensure that the Education Director is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school.
- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life.
- Ensure that pupils are protected from inappropriate teaching materials.
- Ensure that a scheme of work is agreed and implemented.
- Ensure that parents are informed about the programme for sex education each term.
- Monitor compliance with this policy.
- Ensure staff are provided with adequate training to comply with this policy.
- Ensure that this policy is available to all staff, parents and pupils.

Staff who teach sex and relationships education are expected to:

- Provide sex education in accordance with this Policy and in a way which encourages pupils to consider morals and the value of family life.
- Participate in training to provide sex education in line with the school's curriculum.
- Implement the agreed scheme of work.
- Draw to the attention of the Headteacher any materials which they consider to be inappropriate.
- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

Parent/carer involvement

Research shows that children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on this later. Parents need to know that the school's sex and relationship education programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy. We recognise that many parents find it difficult to talk to their children about sex and relationships. As a school, we will always work in partnership with parents, helping them, to understand the content of the sex and relationship education programme and the way in which they can support their child's understanding of this at home.

We recognise that the teaching of some aspects of sex and relationship education might be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils; we reassure parents that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education. Teachers and all those contributing to sex and relationship education are expected to work within an agreed values framework which must be in line with current legislation.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided. Parents wishing to withdraw their child from sex and relationship education should speak to Mrs Laura Hanser (Deputy Head Teacher), who will seek to understand the nature of the parents' concern and commit to make alternative arrangements as appropriate.

Monitoring and evaluation

The Headteacher will provide a report to the Education Director on the implementation of the scheme of work once each year together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.

Review

The Headteacher will review and update this policy as necessary. The template policy will be reviewed by the Trust annually or to reflect changes in legislation.

Appendix 1: SRE teaching programme

At Grampian Primary Academy, the teaching programme for Sex and Relationships Education is taken from our PSHE curriculum – Jigsaw. The overview for the ‘Changing Me’ sequence of learning, which is taught in the summer term each year, is included below for each year group.

FS1 and FS2 (Nursery and Reception)

Pieces	Development Levels	Weekly Celebration
1. My Body	Making relationships D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding, and asks appropriate questions of others	Understand that everyone is unique and special
2. Respecting My Body	Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others Self-confidence and self-awareness D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas	Can express how they feel when change happens
3. Growing Up	Making relationships D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings Self-confidence and self-awareness D5 - Confident to talk to other children when playing, and will communicate freely about own home and community D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities	Understand and respect the changes that they see in themselves

Pieces	Development Levels	Weekly Celebration
4. Growth and Change (F1)	<p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules</p>	Understand and respect the changes that they see in other people
4. Fun and Fears (F2)	<p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p>	Understand and respect the changes that they see in other people

Pieces	Development Levels	Weekly Celebration
5. Fun and Fears	<p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p>	Know who to ask for help if they are worried about change
6. Celebration	<p>Making relationships D4 - Seeks out others to share experiences D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p>	Are looking forward to change

Year One

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies Assessment Opportunity ★	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina	I respect my body and understand which parts are private
Know who to ask for help if they are worried about change	5. Learning and Growing	I understand that every time I learn something new I change a little bit	I enjoy learning new things
Are looking forward to change	6. Coping with Changes	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Year 2

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies Assessment Opportunity ★	I can 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	I can tell you what I like/don't like about being a boy/girl
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 3	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year Three

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. How Babies Grow	I 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	I can express how I feel when I see babies or baby animals
Can express how they feel when change happens	2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
Understand and respect the changes that they see in themselves	3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
Understand and respect the changes that they see in other people	4. Inside Body Changes Assessment Opportunity ★	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 4	I can start to think about changes I will make when I am in Year 4 and know how to go about this

Year 4

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Understand and respect the changes that they see in themselves	3. Girls and Puberty	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Understand and respect the changes that they see in other people	4. Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I am in Year 5	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this

Year 5

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Understand and respect the changes that they see in themselves	3. Puberty for boys Assessment Opportunity ★	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in other people	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
Know who to ask for help if they are worried about change	5. Looking Ahead	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
Are looking forward to change	6. Looking Ahead to Year 6	I can identify what I am looking forward to when I am in Year 6	I can start to think about changes I will make when I am in Year 6 and know how to go about this

Year 6

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in themselves	3. Girl Talk/Boy Talk (We recommend this Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive
Understand and respect the changes that they see in other people	4. Babies - Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby
Know who to ask for help if they are worried about change	5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this
Are looking forward to change	6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school