

Cherry Orchard Primary School

SEX & RELATIONSHIPS EDUCATION (SRE) POLICY

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| Date of Policy: | November 2016 |
| Member of Staff Responsible: | Anita Jaswal (AHT) |
| Review Date: | November 2018 |
| Consultation: | This policy was developed with staff following local and national curriculum guidance. |

To be read in conjunction with the PSHE and SMSC Policies.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures which support the vision of:

“We care, we learn, we succeed.”

INTRODUCTION

Sex and Relationship Education is an integral part of the learning process, fully integrated into the curriculum and not isolated, taken out of context or over-emphasised. It is important to provide information appropriate for primary aged children.

Teachers and Governors welcome clear guidelines about the way in which contentious and sensitive issues can be dealt with in the classroom. It is vital for all staff to have clearly defined guidance in order to feel confident and secure.

When teaching, it is important to set ground rules so that personal or inappropriate questions will not be asked of teacher or pupils and the confidentiality of individuals and families can be maintained.

The Legal Framework for School Sex and Relationship Education

The following are the legal requirements with which schools must comply

- **Section 241 of the Education Act 1993**
 - grants parents the right to withdraw pupils in all maintained primary schools, from all or part of Sex and Relationship Education outside the National Curriculum;
 - requires all maintained schools to make and keep up to date a written statement of their policy on Sex and Relationship Education, and for this policy to be made available to parents free of charge.
- **Section 46 of the Education Act (No.2)1986**
 - requires that the LEA, governing body and head teacher 'shall take such steps as are reasonably practicable to secure that where Sex and Relationship Education is given to any registered pupil at the school it is given in such a manner as to encourage those pupils to have due regard to

moral considerations and the value of family life'.

- **The Education (Schools Information) Regulations 1993**
- requires all maintained schools to publish in their prospectus a summary of the content and organisation of any Sex and Relationship Education they provide.

Why Sex and Relationship Education in the Primary School?

- Children are now reaching puberty at an earlier age than ever before and already have some sexual knowledge. Therefore, they have the right to be made aware of the correct facts about the changes taking place.
- Whilst some parents are very comfortable talking with their children about sex and relationships, many admit that they are not. The school aims to provide information and liaise with parents to form a partnership.
- Early Sex and Relationship Education provides opportunities for children to ask questions and discuss their concerns, which in turn helps to allay any fears they may have regarding their own bodies.
- Children will always ask questions relating to sexual matters so an accepted policy on Sex and Relationship Education will enable the school to have a co-ordinated approach to the subject.
- The 1986 Education Act placed Sex and Relationship Education into the hands of school governors and requires all county, controlled, maintained and special schools to have a written policy on Sex and Relationship Education.
- Sex and Relationship Education is required by the National Curriculum. Some elements within the science core curriculum are mandatory.
- Sex and Relationship Education within P.S.H.E should be an integral part of the Primary Curriculum and can lay the foundation for further work at Secondary Stage.
- Schools can offer planned, progressive, professional approach supported by appropriate resources.

What does this mean for schools in practice?

Governors of maintained primary schools have a responsibility to decide whether the school should provide Sex and Relationship Education in addition to that in the National Curriculum (Science), and to keep a written statement of this decision. If they decide to provide Sex and Relationship Education they must develop a policy outlining where and how it will be provided. This policy must be made available to parents. Parents can withdraw their children from all or part of this Sex and Relationship Education except for that taught as part of the National Curriculum. Governors and heads should take such steps as are reasonably practical to ensure that Sex and Relationship Education is in accordance with Section 46 of the Education Act (No.2)1986. They are required to ensure that pupils' entitlement under the Education Reform Act 1988 is fulfilled.

AIMS AND OBJECTIVES

- ❑ to liaise with parents and help them develop their own skills as personal, social, and health educators, so that home and school can work in partnership with shared aims;
- ❑ to provide an agreed acceptable vocabulary for communicating about matters relating to Sex and Relationships with confidence and dignity;
- ❑ to stress the value of 'family life' recognising the diversity of households and families that are part of society today and the need for proper parental care for all young people;
- ❑ to help children understand that they have rights (and should have control over who touches their bodies) and increase communication skills about these;
- ❑ to raise awareness of the danger of going with 'strangers', recognising inappropriate adult behaviour and develop and practise strategies for self-protection;
- ❑ to provide information about forthcoming pubertal changes (physical, emotional and social) to discuss all the implications and give help in adjusting to these changes, particularly for early developers who may be under stress;
- ❑ to foster respect for other people's beliefs, feelings and needs;
- ❑ to develop personal relationship skills and belief in the value of many different kinds of friendships
- ❑ to increase children's confidence and self-esteem, and help them to learn and practise decision making skills, including those necessary for resisting pressure from peers and others to behave in potentially damaging ways.
- ❑ to raise awareness of the value of equal opportunities for males and females.
- ❑ to evaluate the Sex and Relationship Education programme regularly and revise it in the light of the children's responses, parent's wishes, new research findings, and government directives on Sex and Relationship Education.

RESOURCES

The 'Jigsaw' PSHE scheme of work is used to deliver SRE to EYFS and Years 1 to 5. The Channel 4 'Living and Growing' series on DVD is used to deliver SRE to Year 6. Both resources reflect government published policy regarding Sex and Relationships Education in primary schools.

EQUAL OPPORTUNITIES

Today children receive conflicting messages from many sources, such as the media, potentially leading to confusion and uncertainty about their future roles.

- ❑ Sex and Relationship Education should offer pupils the opportunity to explore attitudes and values relating to gender roles, stereotyping and sexual orientation.

- ❑ All (Sex and Relationship) education needs to counteract the influences of society, especially elements of the media i.e. videos and magazines which portray women as objects or in a negative and submissive role and men as aggressive and dominant.
- ❑ Teachers need to build into their Sex and Relationship Education and PSHE and Citizenship, programmes that build up self-esteem, and empower young people with assertiveness and decision making skills which will enable them to:
 - resist emotional pressure that could put them into vulnerable or exploitative situations
 - resolve day to day pressures, concerns and conflicts.

Support

- ❑ Some girls are now reaching puberty at primary age and need support within the school. Pupils should also have female members of staff to whom they can go to for emotional and practical support. Boys also may require pastoral support and should know who to approach for help (named persons).

Pupil Grouping

- ❑ Sensitive and appropriate grouping within Sex and Relationship Education is extremely important if equal access for all is to be offered. It may be appropriate to use both mixed and single sex groups for different pupils at different times. An environment should be created that is relaxed and the groupings conducive to a participatory approach.

Special Needs

- ❑ Children identified as having special needs have a range of educational needs, abilities and personal and social characteristics which have direct implications on the management and organisation of the delivery of Sex and Relationship Education. A variety of approaches to teaching Sex and Relationship Education should emphasise:-
 - an awareness of self and others
 - developing a positive image
 - the ability to make informed decisions

There are now many resources specifically designed for children with learning difficulties.

Sexual Harassment

Sexual harassment includes name calling and sexual innuendoes as well as actions such as unwelcome touching. This should not be ignored.

Sexual Orientation

The SRE Programme should allow children to explore all aspects of sex and relationships at an appropriate level. This includes discussions surrounding same sex relationships. Whilst children are entitled to hold their own personal views, at Cherry Orchard we make it very clear that homophobic bullying and/or discrimination is not acceptable and will not be tolerated.

Parents

The responsibility for the Sex and Relationships Education Policy is the Governing Body's. Parents will be informed when the policy is reviewed and updated bi-annually. The Head Teacher and staff are also happy to receive feedback when areas of sex education are taught in class.

Elements of Sex Education at Cherry Orchard are often taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. Parents will be informed when specifically identified Sex Education lessons are being taught in Y6.

Parents are also invited to meet with the teachers prior to SRE being taught in order to discuss the programmes of study covered and have an opportunity to review the materials that will be used.

Where necessary, the policy will be adapted to meet each child's needs as an individual. Parents have the right to withdraw their child from aspects of Sex Education. However, if a parent should feel it necessary to consider withdrawing their child, they are asked to arrange to come to school and discuss any concerns with the Head Teacher.

Pubertal Provision

Sanitary bins are placed in various places around the school.

Sanitary products will be kept in the Pastoral Team Room and are available from any member of staff (the child has the right to obtain these from a member of staff they feel comfortable in asking).

The disabled toilet is available to children who may require changing facilities.

Intimate care for children with disabilities will be provided by a designated member of staff if required (as detailed in the individual care plan).

CURRICULUM

YEAR 1

| Lesson | Objective(s) | Key questions |
|--------|---|---|
| 1. | <p><u>Life Cycles</u> Start to understand the life cycles of animals and humans</p> <p>To understand that changes happen as we grow and that this is OK</p> | <p>How does frogspawn become a frog? What changes happen?</p> <p>How long does it take to grow up? Do we all grow up at the same rate?</p> <p>What do you most like about being you now? What do you want to be when you grow up?</p> |
| 2. | <p><u>Changing Me</u> Tell you some things about me that have changed and some things about me that have stayed the same</p> <p>Know that changes are OK and that sometimes they will happen whether I want them to or not</p> | <p>How might we change?</p> <p>How much have you changed from when you were a baby?</p> <p>How have you changed since you were a baby?</p> <p>What can you do now that you couldn't do when you were a toddler?</p> <p>What can you do now on your own that you used to need help with?</p> |
| 3. | <p><u>Changing Bodies</u> Know how my body has changed since I was a baby.</p> <p>Understand that growing up is natural and that everybody grows at different rates.</p> | <p>What do other living things look like at the beginning of their life cycle?</p> <p>How much have we all changed since we were babies?</p> <p>How have our bodies changed?</p> <p>How have our abilities changed?</p> <p>How long does it take to grow up?</p> <p>Do we all grow at the same rate?</p> <p>What would happen if we didn't change and grow?</p> |
| 4. | <p><u>Boys and Girls Bodies</u> Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</p> <p>Respect my body and understand which parts are private.</p> | <p>Does your mind feel calm and ready to learn?</p> <p>How can we tell the difference between a male and a female?</p> <p>How can we tell who's a boy and who's a girl?</p> <p>How do you tell the difference between a boy and a girl?</p> <p>What are the right names for the body parts that make boys and girls different?</p> |
| 5. | <p><u>Learning and Growing</u> Understand that every time I learn something.</p> <p>New I change a little bit enjoy learning new things.</p> | <p>What have you learnt to do that you couldn't do when you were a baby?</p> <p>What have you learnt to do since you were a baby?</p> <p>What else might you learn to do as you grow older?</p> |
| 6. | <p><u>Coping with Change</u> Tell you about changes that have happened in my life.</p> <p>Know some ways to cope with changes.</p> | <p>How did Molly feel?</p> <p>How did Molly cope with moving house?</p> <p>Can you think of a time when a big change happened in your life? How did you feel?</p> |

YEAR 2

| Lesson | Objective(s) | Key Question |
|--------|---|--|
| 1. | <p><u>Life Cycles in Nature</u> Recognise cycles of life in nature</p> <p>Understand there are some changes that are outside my control and to recognise how I feel about this</p> | <p>What life cycles did you see? How does change happen? How do things around us change? What does change feel like?</p> |
| 2. | <p><u>Growing form young to old</u> Tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>Identify people I respect who are older than me</p> | <p>How do our faces/bodies change as we become older? Who do you know that is old? Who is special to you and why?</p> |
| 3. | <p><u>The Changing Me</u> Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Feel proud about becoming more independent</p> | <p>What were you like as a baby? How are you different now? How will you be different when you are grown up? What made Titch feel small? What made him feel proud in the end?</p> |
| 4. | <p><u>Boys and Girls Bodies</u> 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</p> | <p>Can you remember the names of the body parts that make girls and boys different? Are the clothes girls and boys wear always different? Which clothes cover boys' and girls' private parts? What do you like or dislike about being a girl or a boy?</p> |
| 5. | <p><u>Assertiveness</u> Understand there are different types of touch and tell you which ones I like and don't like</p> <p>Be confident to say what I like and don't like and ask for help</p> | <p>How does it feel to play this game? What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p> |
| 6. | <p><u>Looking ahead</u> Understand there are different types of touch and tell you which ones I like and don't like Be confident to say what I like and don't like and ask for help</p> | <p>What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p> |

YEAR 3

| Lesson | Objective(s) | Key Question |
|--------|---|--|
| 1. | <p><u>Life Cycles in Nature</u> Recognise cycles of life in nature</p> <p>Understand there are some changes that are outside my control and to recognise how I feel about this</p> | <p>What life cycles did you see? How does change happen? How do things around us change? What does change feel like?</p> |
| 2. | <p><u>Growing form young to old</u> Tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>Identify people I respect who are older than me</p> | <p>How do our faces/bodies change as we become older? Who do you know that is old? Who is special to you and why?</p> |
| 3. | <p><u>The Changing Me</u> Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Feel proud about becoming more independent</p> | <p>What were you like as a baby? How are you different now? How will you be different when you are grown up? What made Titch feel small? What made him feel proud in the end?</p> |
| 4. | <p><u>Boys and Girls Bodies</u> 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</p> | <p>Can you remember the names of the body parts that make girls and boys different? Are the clothes girls and boys wear always different? Which clothes cover boys' and girls' private parts? What do you like or dislike about being a girl or a boy?</p> |
| 5. | <p><u>Assertiveness</u> Understand there are different types of touch and tell you which ones I like and don't like</p> <p>Be confident to say what I like and don't like and ask for help</p> | <p>How does it feel to play this game? What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p> |
| 6. | <p><u>Looking ahead</u> Understand there are different types of touch and tell you which ones I like and don't like Be confident to say what I like and don't like and ask for help</p> | <p>What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p> |

YEAR 4

| Lesson | Objective(s) | Key Questions |
|---------------------------|--|--|
| 1. | How babies grow. To understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female that has the baby. | How might it feel to have a new baby brother or sister? What changes happen? How have you changed since you were a baby? |
| 2. | Babies To understand how babies grow and develop in the mothers uterus and understand what a baby needs to live and grow | What does a baby need in order to survive and grow? What does a baby start from? How do babies grow? What are the three most important things a baby needs to survive and grow? |
| 3. Boys/Girls separate | Outside body changes To name body parts To understand that boys and girls bodies need to change so that when they grow up their bodies can make babies. Identify how boy's and girl's bodies change on the outside during this growing up process. | What are the changes that have happened in my life? How do you feel about changes? What are the changes that will turn you from a child into an adult? How are the changes that happen to boys and girls different? As you grow up, which are the changes you can control and make changes about? |
| 4. Boys/Girls separate | Inside body changes Identify how boys and girls bodies change on the inside during the growing up process and why these changes are necessary so that bodies can make babies when they grow up. | Where does new life start from? When have you seen a new born life, e.g. an animal or baby? How are our bodies going to change on the inside? What are these changes for? How do you feel about the adventure of growing up? Who can you ask if you have questions or worries connected with growing up? |
| 5. | Family Stereotypes Start to recognise stereotypical ideas I might have about parenting and family roles | How do we develop these ideas? How does it feel to have your opinion questioned? How does it feel to change your thoughts or ideas about something? What does stereotypical mean? Can ideas be challenged?(Chn will be designing a pillow or duvet) Is your design stereotypical or not? Would your design appeal to one or both sexes? |
| 6. | Looking Ahead Identify what I am looking forward to when I am in year 5 | What are you looking forward to in year 5? How do you feel about going into year 5? What changes have happened? What changes might happen to you when you go into year 5? What are you looking forward to? |

YEAR 5

| <u>Lesson</u> | <u>Objective(s)</u> | <u>Key Questions</u> |
|---------------------------|--|---|
| 1. | <u>Unique Me</u> To 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 | Can you identify your own unique characteristics? Can you tell which characteristics have been passed on by your parents? Are there any family traits that you can see in your siblings? |
| 2. Boys/Girls separate | <u>Having a baby</u> To be able to correctly label the internal and external parts of male and female bodies that are necessary for making a baby. | What is the most special and precious thing that any of us can make? Why do people choose to have babies? What is difficult about looking after a baby? Does everyone have to have a baby? Can you remember where the sperm and the egg come from? Why do we need to have differences between males and females? |
| 3. Boys/Girls separate | <u>Girls and puberty</u> To 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 is a natural part of this. To understand the importance of looking after myself physically and emotionally. | How do you feel when you think about puberty and growing up? How does the way you feel compare with the way other people feel? What is menstruation? What items can you use to help you look after yourself? What are the stages that explain what happens when a girl/woman has a period? What aspects of yourself do you feel happy with? Less happy with? How could you raise your self-esteem? |
| 4. Boys/Girls separate | <u>Circles of Change</u> To describe how boy's and girl's bodies change during puberty and to be able to express how I feel about the changes that will happen to me during puberty. | How many of the changes that happen with puberty can you think of? What do you think some of the sensitive issues relating to puberty might be? Can you identify the correct words that describe the changes that happen to boys during puberty? What questions and worries do you think boys and girls might have about puberty? What might you say to them? |
| 5. | <u>Accepting Change</u> To understand that sexual intercourse can lead to conception and that is how babies are usually made. | What are the different kinds of relationships that we have with people around us? What are the important things that a couple should consider before deciding to have a baby? How is a new baby made and how does this grow out of the parents love for each other? |
| 6. | <u>Looking Ahead</u> To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. | Why might becoming 13 be a significant age? What responsibilities might you begin to have as you get older? |
| 7. | <u>Looking Ahead (2)</u> To identify what I am looking forward to in Y6 and to start thinking about the changes I want to make and how to go about them. | What are you looking forward to about Year 6? What changes would you like to make? How will you make them? What worries do you have about the next year? How can you manage those worries? |

YEAR 6

| <u>Lesson</u> | <u>Objective(s)</u> | <u>Key Questions</u> |
|----------------------------------|--|---|
| 1. | Self-Image & Body Image To be aware of my own self-image and how my body image fits into that | What could be the consequences of your perceptions regarding self-image, eg regarding thin as positive may lead to healthy eating or anorexia. How might you turn a negative statement into a positive one? |
| 2. Boys/ Girls separate | Puberty To be able to explain about how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally | What different experiences does growing up bring to different people? How are these freedoms connected to new responsibilities? Do you know and understand these words connected with puberty? Can you distinguish facts about puberty from the myths and half-truths? What other questions do you have about how your body, your feelings and lifestyle are going to change as you grow up? |
| 3. Boys/ Girls separate | Girl Talk/Boy Talk To be able to ask questions about changes during puberty | What is the best way to answer people's questions about puberty and growing up making sure they have the information and reassurance needed? How do you feel about working on these questions? Is there anything else you want to know about? Who can you talk to if you have questions or worries? |
| 4. Boys/ Girls separate | Conception To understand that sexual intercourse can lead to conception and that is how babies are usually made | What is meant by a healthy relationship? What are the different kinds of relationships we have with the people around us? What are the important things that an adult should consider before having a baby? What else do you need to know about how a baby is formed and starts to grow in the womb? Can people have sexual intercourse and not have a baby? What happens if a couple want a baby and finds they can't have one? How is a new baby made and how does this grow out of the parents' love for each other? |
| 5. Boys/ Girls separate | Conception to birth To describe how a baby develops from conception through the nine months of pregnancy and how it is born | What is your earliest memory? Can you recognise a baby in the photos of a scan and identify the different parts of its body? Can you imagine what it is like being in the womb? Do you know what a baby in the womb can and can't do? What are the stages by which a baby grows and develops through pregnancy? How is a baby born? |
| 6. | Looking Ahead. To identify what I am looking forward to and what worries me about going to secondary school | What are you looking forward to? What fears and worries might be holding you back? What are your best moments? What are your best memories? What are you looking forward to about secondary school |