



## **Sex and Relationships Education Policy**

### **Mill Lane**

#### **1. Scope**

At Teignmouth Community School, Mill Lane, the physical and emotional well-being of our children is paramount. Our Sex and Relationships Education Policy is viewed as an important element in developing the whole child and in preparing pupils for growing up into adult life; effective sex and relationship education is essential if young people are to make responsible and well informed decisions.

This policy is advised by the DfEE guidance document Sex and Relationship Education Guidance (ref. DfEE 0116/2000).

#### **2. Requirements**

At Teignmouth Community School, we deliver a broad and balanced curriculum which, wherever possible, is child-led. Children choose their topics and teachers work with the children's choices to create learning that is inspiring and meaningful to them, underpinned by the statements from the National Curriculum across all subjects. SRE is delivered primarily through the Personal, Social and Emotional Development (PSED) and Science objectives that are chosen to link with the topic being created (see 2.1).

Through the Science and PSED objectives, our main aims are for children to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- to be able to name parts of the body and describe how their bodies work;
- protect themselves and ask for help and support; and
- to be prepared for puberty, including those who develop earlier than average and so know about puberty before they experience the onset of physical changes.

## 2.1 SRE within the curriculum

The statements below are ones that will be included, where appropriate, in a classes day to day topic work. Every half term, a letter is sent to parents outlining the topic and areas that are going to be explored with the class over the half term. These letters can then be found on the school's website.

	<b>Statutory statements from the Science Programme of Study linked to SRE</b>
Key Stage 1	<ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
Key Stage 2	<ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• describe the changes as humans develop to old age.</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>

	<p><b>Non-statutory statements from the PSED Programme of Study linked to SRE</b></p>
<p>Key Stage 1</p>	<ul style="list-style-type: none"> <li>• make simple choices that improve their health and well-being.</li> <li>• maintain personal hygiene.</li> <li>• understand that certain actions spread disease.</li> <li>• identify the main parts of the body.</li> <li>• develop positive relationships through work and play.</li> <li>• identify different choices they can make.</li> <li>• recognise the difference between right and wrong.</li> </ul>
<p>Key Stage 2</p>	<ul style="list-style-type: none"> <li>• follow simple, safe routines to reduce the spread of bacteria/viruses.</li> <li>• to increase awareness of personal bodily hygiene.</li> <li>• understand how the body and emotions change as they approach puberty</li> <li>• understand how the body changes during puberty</li> <li>• to recognise and judge what kind of physical contact is acceptable or unacceptable</li> <li>• begin to make choices and decisions about issues affecting their health and well-being.</li> <li>• decide how to behave responsibly.</li> <li>• be aware of different types of relationships.</li> <li>• recognise and challenge stereotypes.</li> <li>• develop strategies to deal with their feelings in a positive way.</li> <li>• use basic techniques to resist peer pressure to behave in an unacceptable or risky way.</li> <li>• identify how to find information and advice through helplines.</li> </ul>

## 2.2 Healthy Living week

To supplement the SRE we provide across the year, we also plan and deliver a Healthy Living week annually in the Summer Term where children from Reception to Year 6 have specific lessons delivered on SRE. The planning from this week is taken from ***Teaching SRE with Confidence in Primary Schools by***

**CWP.** This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

It is our intention that all children will have the opportunity to experience a programme of SRE at a level appropriate for their age and physical development. The nature of teaching and resources will be differentiated to meet the needs of all children and the information given and discussions they have will build year upon year.

In Reception the focus is on daily routines, keeping clean and families. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

In Year 6, there is also a lesson on internet safety and communication in relationships.

During the week, each class (from Reception to Year 6) will take part in 3 to 4 lessons covering different areas of the SRE programme. Links will be made in PE and in Outdoor Learning to create a whole school focus. An overview of the lessons is given below.

**Reception  
Our Lives**

- Lesson 1: **Our Day**
- Lesson 2: **Keeping Ourselves Clean**
- Lesson 3: **Families**

**Year 1  
Growing and Caring  
For Ourselves**

- Lesson 1: **Keeping Clean**
- Lesson 2: **Growing and Changing**
- Lesson 3: **Families and Care**

**Year 2  
Differences**

- Lesson 1: **Differences: Boys and Girls**
- Lesson 2: **Differences: Male and Female**
- Lesson 3: **Naming the Body Parts**

**Year 3  
Valuing Difference  
and Keeping Safe**

- Lesson 1: **Differences: Male and Female**
- Lesson 2: **Personal Space**
- Lesson 3: **Family Differences**

**Year 4  
Growing Up**

- Lesson 1: **Growing and Changing**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Puberty Changes and Reproduction**

**Year 5  
Puberty**

- Lesson 1: **Talking about Puberty**
- Lesson 2: **Male and Female Changes**
- Lesson 3: **Puberty and Hygiene**

**Year 6  
Puberty, Relationships  
and Reproduction**

- Lesson 1: **Puberty and Reproduction**
- Lesson 2: **Understanding Relationships**
- Lesson 3: **Conception and Pregnancy**
- Lesson 4: **Communication in Relationships**

**2.3 Legal requirements**

Parents have the right to withdraw children from all or part of SRE provided by school except from those parts included in the statutory National Curriculum (see table 1 included in 2.1).

Parents will be informed by letter when discrete Sex Education is taking place to give them the opportunity to support and discuss this aspect of their child's

education in advance and answer any questions. Parents have the option to withdraw their child from the part of the Sex programme that is outside the compulsory elements of the National Curriculum for Science. All requests should be made in writing to the class teacher or Headteacher.

## **2.4 The organisation of Relationships and Sex Education**

SRE is taught by classroom teachers, mainly the classes' own teacher or at times, and if appropriate, outside visitors, such as the school nurse. A range of teaching methods which involve the children's full participation are used to explore these areas. The children will usually be taught in their mixed class groups, although the teacher may choose to discuss key ideas within a smaller group. There may also be occasions when single gender groups are more appropriate and at these times, teachers of the corresponding gender from the school may take these groups.

Resources to teach SRE include DVD clips taken from Channel 4's Living and Growing series, drawn images, baby dolls and toy animals, problem-page style discussion starters, age appropriate stories and perhaps relevant visitors. All resources are pitched at the child's age and stage of learning.

## **2.5 Dealing with questions**

We believe it is essential that we help children develop confidence in talking, listening and thinking about sex and relationships. Class teachers will generate an atmosphere where questions of a sensitive nature can be asked and answered openly and without embarrassment. Teachers will employ a range of teaching strategies which will help with this, including the establishment of ground rules and the use of distancing techniques, where teachers depersonalise discussions, such as using the anonymous question box.

Class teachers will endeavour to answer all questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs, such as the chance to talk privately or dialogue with the child's parents.

Although there must be an element of trust between a child and their class teacher during SRE teaching, a child's best interests are of the utmost importance and teachers cannot offer unconditional confidentiality (see Confidentiality and Information Sharing Policy). This will be set out as part of the ground rules mentioned above. If, however, a disclosure is made during these sessions or a

comment or question is asked that concerns the teacher, the school's safeguarding procedures will be followed.

## **2.6 Provision for Pubescent Pupils**

According to the NHS website (<http://www.nhs.uk/>), the average age that a girl starts their periods is 12 although some may start as early as 8. At Teignmouth Community School, we have made certain arrangements to sensitively help support girls that are menstruating.

Girls on their periods will have unrestricted access to sanitary facilities available in the disabled toilet that can be found between the boys' toilets and the door to the playground. In here, sanitary items, spare underwear and a sanitary bin are all available for use. Parents are encouraged to inform the school when their daughter begins menstruation, in order that the necessary staff can be made aware of the situation and female members of staff will be available to help and support pubertal girls through these changes.

## **3 Key Terms and Definitions**

ACRONYM	TERM	DEFINITION
SRE	Sex and Relationships Education	Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
PSED	Personal, Social and Emotional Development	An area of the curriculum that primarily deals with building self-confidence and self-awareness, managing feelings and behaviour and making relationships.
CWP	The Christopher Winter Project	A company specialising in advice, training, and resources for teaching SRE, Drug and Alcohol Education and Personal Social Health and Economics education.

## Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	27.11.13	RW	
2	26.04.16	Sarah Dudley	Changes in the curriculum and the introduction of the Healthy Living Week