

Clifton Green Primary School



Relationship and Sex Education Policy

Signature of Chair of Governors

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Signature of Headteacher

A handwritten signature in blue ink that appears to read "D. Brown".

Date of Adoption

January 2018

Date of Review: Bi-annual

January 2020

Member of Staff Responsible

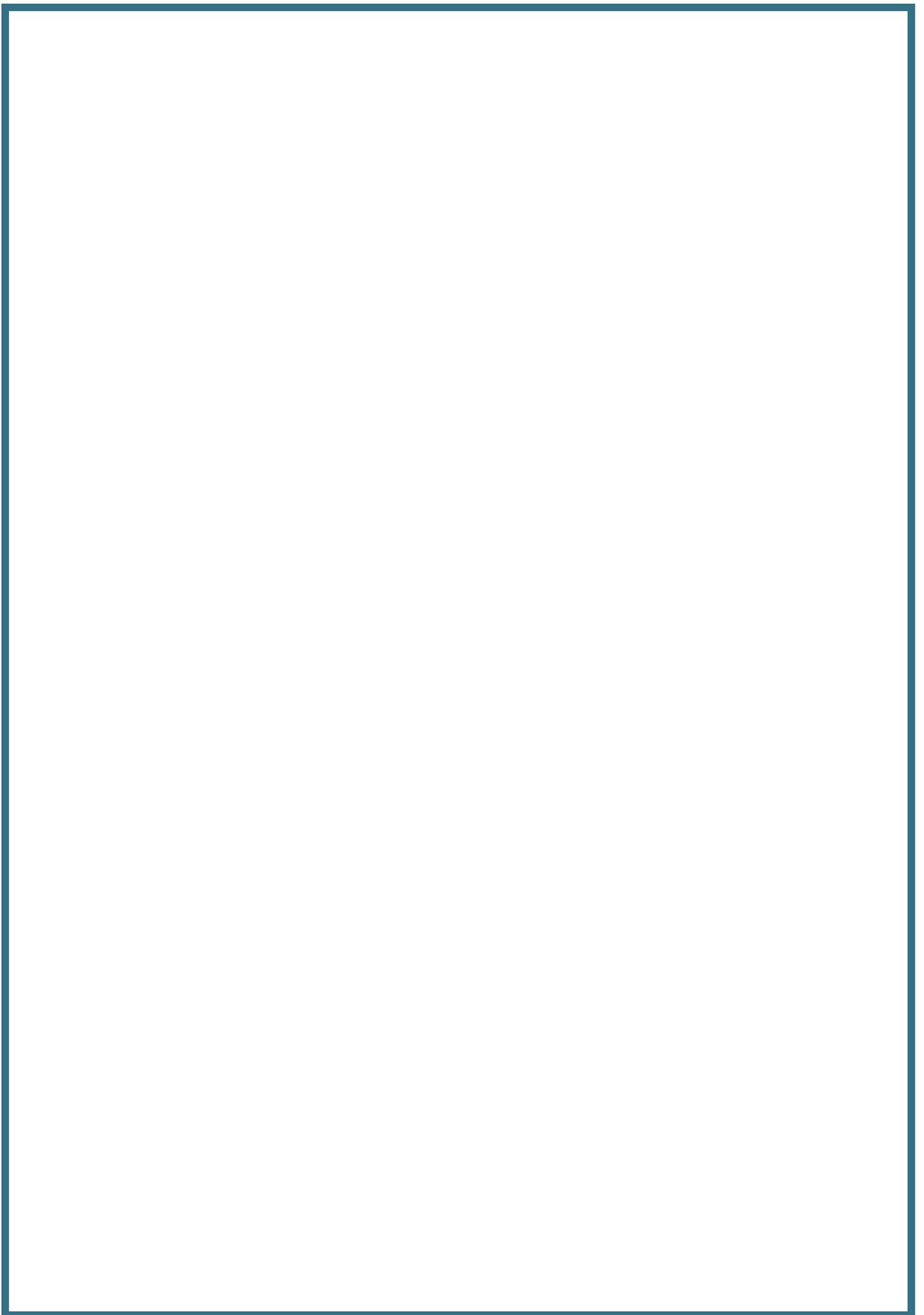
Kerry Haithwaite

Reviewing Committee

TLC

Statutory/Non-Statutory

Statutory



Statement of intent

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Statement of intent

At Clifton Green Primary we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legislation

- 1.1. This policy will be compliant with the following guidance:
- DfE 'Sex and Relationship Education Guidance' 2000
 - DfE 'Science programmes of study: key stages 1 and 2' 2013
 - DfE 'Science programmes of study: key stage 3' 2013
 - DfE 'Science programmes of study: key stage 4, ' 2014

2. Organisation of the programme

- 2.1. The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations.
- 2.2. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.
- 2.3. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 2.4. Elements of the topics for key stage 1 and 2 are statutory in accordance with the Science National Curriculum and therefore must be taught.

3. Key stage 1

3.1. Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- Biological names for various body parts including penis, vagina, testicles and breasts.
- The different words families may have for these body parts.

3.2. Pupils in Year 2 are taught:

- To match the correct body parts to a male and female.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

4. Key stage 2

4.1. Pupils in Year 3 are taught:

- That humans reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies.

- About the way a baby grows in its mother's uterus.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult.
- About the importance of hygiene.
- The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.
- About stereotypical ideas regarding parenting and family roles.

4.2. *Pupils in Year 4 are taught:*

- That a baby is made when sperm from a man and a woman's egg joins.
- That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

4.3. *Pupils in Year 5 are taught:*

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

4.4. *Pupils in Year 6 are taught:*

- That babies are made during sexual intercourse.
- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.

- About what to expect in secondary school and to discuss any worries that they might have about this transition.
- 4.5. During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

5. Training of staff

- 5.1. All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Any staff involved in Sex and Relationship Education have opportunities for relevant training.
- 5.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

6. Delivery of the programme

- 6.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 6.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 6.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the Clifton Green's E-safety Policy.
- 6.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 6.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 6.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 6.8. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 6.9. The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

- 6.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 6.11. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 6.12. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

7. Working with parents

- 7.1. Clifton Green Primary understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 7.2. We will ensure that no teacher expresses their personal views or beliefs when delivering the programme.
- 7.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.
- 7.4. Clifton Green Primary respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the Science National Curriculum.
- 7.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 2 – Science National Curriculum.

8. Equal opportunities

- 8.1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.
- 8.2. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

9. Confidentiality

- 9.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 9.2. Teachers must, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy.

10. Bullying incidents

- 10.1. The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 10.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- 10.3. These incidents will be dealt with following the process in our Behaviour Policy. The Headteacher will decide whether it is appropriate to notify the police or The Children's Front Door.
To report concerns to the Children's Front Door tel: (01904) 551900 or email **childrensfrontdoor@york.gov.uk**

11. Monitoring and review

- 11.1. This policy will be reviewed by the Headteacher in conjunction with the PSHE coordinator on an annual basis.
- 11.2. Any changes needed to the policy, including changes to the programme, will be implemented by the Headteacher.
- 11.3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 1 – Letter to parents/carers

School name
Address line one
Address line two
Address line three
Postcode

(Date)

Dear Parent/carers,

Re: Relationship and Sex Education at Clifton Green Primary School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a relationship and sex education programme.

At Clifton Green Primary School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the **Relationship and Sex Education Policy**, which can be accessed on our school website, or in hard copy via our school office.

Though schools must provide relationship and sex education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from the relationship and sex education lessons.

If such request is submitted we will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Appendix 2 – Science National Curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.



Clifton Green Primary School Years 1 - 6 Summer 2nd Half Curriculum Plan

Highlighted sections

PSHE

Changing Me

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
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
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

4. Boys' and Girls' Bodies Assessment Opportunity

H
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

5. Learning and Growing

I understand that every time I learn something new I change a little bit
I enjoy learning new things .
6. Coping with Changes
I can tell you about changes that have happened in my life
I know some ways to cope with changes

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

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

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

4. Boys' and Girls' Bodies Assessment Opportunity

H
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

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

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

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

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

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

4. Inside Body Changes Assessment Opportunity H
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

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

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

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

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

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 will experience during puberty

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

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

6. Looking Ahead Assessment Opportunity H
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

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

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

3. Puberty for boys Assessment Opportunity H
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

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

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
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

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

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

3. Girl Talk/Boy Talk
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

4. Babies - Conception to Birth Assessment Opportunity

H
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

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

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

