



“CREATIVITY, RESPONSIBILITY, RESPECT, AND HAPPINESS”

BLUE COAT CE VA PRIMARY SCHOOL

Sex and Relationships Policy

Committee responsible for this policy	Teaching and Learning committee
Policy initially approved by FGB	2015
Policy reviewed/amended	18 th September 2018
Policy review term	Triennial
Policy due for review	2021



Statement of Intent / Scope of the Policy

This policy outlines the school's agreed curriculum for sex and relationships education including how and when it is taught. It provides parents, staff, governors and others with the school's overall approach to the teaching of sex and relationships education.

Background

All schools are required to have an up to date Sex and Relationships Education Policy (SRE Policy) which is made available for parents and for inspection. Government guidance states that the policy must:

- define sex and relationship education;
- describe how sex and relationship education is provided and who is responsible for providing it;
- say how sex and relationship education is monitored and evaluated;
- include information about parents' right to withdrawal;
- be reviewed regularly

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Sex and relationship education should contribute to promote the spiritual, moral, cultural, mental and physical development of pupils and will prepare them for the opportunities, responsibilities and experiences of adult life. SRE should promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims of the Policy

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of sex and relationship education are:

- to develop confidence in talking, listening and thinking about feelings and relationships
- to learn about the values of family life and stable relationships
- to explore, consider and understand moral dilemmas
- to develop critical thinking as part of decision making
- to raise pupils' self-esteem and confidence, especially in their relationships with others by understanding the consequences of their actions
- to help pupils understand their feelings and lead fulfilling and enjoyable lives

- to provide the confidence to be participating members of society and to value and respect themselves and others
- to provide the knowledge and information to which all pupils are entitled
- to clarify/reinforce existing knowledge
- to help gain access to information and support
- to develop skills for a healthier safer lifestyle
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- to name body parts and describe how their bodies work
- to respect and care for their bodies
- to protect themselves and ask for help and support
- to be prepared for puberty and adulthood

Teaching and Learning

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

Sex and Relationships Education

Every child is entitled to receive SRE.

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others. A planned, progressive programme of study, incorporated in the PSHE Jigsaw scheme of work, gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural and



physical changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations SRE at Bluecoat will be delivered through PSHE and science curriculums. SRE is taught to each year group, starting in Year 1. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. All SRE will be covered in the 'Changing Me' unit of the Jigsaw scheme.

Sex and relationship education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play. Sex and relationship education is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. Resources to teach sex and relationship education include fiction, reference books, leaflets and animations all of which are within the Jigsaw scheme.

At Blue Coat School children learn about the following:

Foundation Stage

SRE is not taught in Foundation stage but as part of on-going **Personal, Social and Emotional Development (PSED)** children are encouraged to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. As part of **Understanding the World (UW)** children make observations of animals and plants and explain why some things occur, and talk about changes. They know about similarities and differences between themselves and others, and among families, communities and traditions. As part of **Physical Development (PD)** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key Stage 1 (milepost 1)

To identify similarities and differences between themselves and the opposite gender and how they have changed since being a baby. To recognise and name parts of the body using the correct terminology. To respect their bodies and understand which parts are private.

Key Stage 2 (milepost 2)

To understand that in animals and humans lots of changes happen between conception and growing up. Understand how babies grow and develop inside the mother and what a baby needs to live and grow. Understand that boys' and girls' bodies need to change as they grow up. Recognise these changes in their bodies and learn to cope with these feelings about change. Learn how a girl's body changes in order for her to have babies when she is an adult, and that menstruation is a natural part of this.

Key stage 2 (milepost 3)

Understand that puberty is a natural process that happens to everybody and that it will be OK for them. Describe how boys' and girls' bodies change during puberty. Understand that sexual intercourse can lead to conception. Describe how a baby develops from conception to birth. Understand the importance of looking after themselves physically and emotionally. Express how they feel about the growing independence of becoming a teenager.

For a more detailed outline of SRE Pupil Learning Intentions please see Appendix 1.

Specific Issues

Parental consultation

Full details of sex and relationship education are available from the school on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the animations and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders. Where this occurs, alternative work would be set. However, this rarely happens; by working in partnership with parents, they recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue. The staff member will inform the Designated Child Protection person in line with the school's procedures for safeguarding. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer 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.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.



Monitoring and Evaluation

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.



The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Cross Referenced:

Cross Referenced: Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, SEN Policy, Equal Opportunities Policy

SRE Supporting material - Appendix 1

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
1	Piece 4 Boys’ and Girls’ Bodies	<p>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>
2	Piece 4 Boys’ and Girls’ Bodies	<p>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</p> <p>tell you what I like/don’t like about being a boy/girl</p>
3	Piece 1 How Babies Grow	<p>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</p> <p>express how I feel when I see babies or baby animals</p>
	Piece 2 Babies	<p>understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>
	Piece 3 Outside Body Changes	<p>understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys’ and girls’ bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes	<p>identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p>

		understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	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 know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive