

# LANGTOFT PRIMARY SCHOOL

## Sex and Relationships Policy DRAFT. FOR CONSULTATION

### 1. Introduction

- 1.1 Learning about the emotional, moral and physical elements of a relationship is essential to becoming a caring and responsible person in life. To be able to develop and maintain positive relationships with others is rewarding. This policy outlines the purpose, nature and content of the teaching and learning of relationships (and, age appropriately, sexual relationships) at Langtoft Primary School.

### 2. Aims and Objectives for Sex and Relationship Education

- 2.1 The **aim** of Sex and Relationship Education (SRE) is to provide children with age appropriate information, the opportunity to explore attitudes and values, and develop skills in order to empower them to make positive decisions about their behaviour. This should take place with consideration of the qualities of relationships in families.

- 2.2 The **objectives** of SRE are:

- i. to clarify/reinforce existing knowledge;
- ii. to raise pupils' self-esteem and confidence, especially in their relationships with others;
- iii. to help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- iv. to help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- v. to provide the confidence to be participating members of society and to value themselves and others;
- vi. to help gain access to information and support;
- vii. to develop skills for a healthier, safer lifestyle;
- viii. to develop skills to cope with the influences of their peers and the media;
- ix. to respect and care for their bodies;
- x. to be prepared for puberty and adulthood.

### 3. Framework for Teaching

- 3.1 As a school recognised for its commitment to achieving Unicef's *Rights Respecting School Award*, sex and relationships education (SRE) will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work, and in the community.

- 3.2 SRE will be taught by teachers and teaching assistants. It will be delivered through a range of subjects including: science, personal, social, health and economic (P.S.H.E.), and Religious Education (R.E.). SRE will be taught in mixed gender groups (with the exception of puberty in Y5 and Y6, where mixed and single gender groupings will be taught). A range of teaching resources and strategies will be used: video, role-play, discussion, reading, drawing and labelling, questioning, researching, visits from professionals (for example, NSPCC).

Teaching will cover the following areas:

### **3.3 Attitudes and Values**

- i. learning about the values of family life and stable relationships.
- ii. learning the value of respect, love and care.
- iii. exploring, considering and understanding moral dilemmas.

### **3.4 Personal and Social Skills**

- iv. learning to manage emotions and relationships confidently and sensitively.
- v. developing self-respect and empathy for others.
- vi. learning to make choices based on understanding of differences and with the absence of prejudice.
- vii. providing opportunities to develop the ability to understand the consequences of their decisions and actions.
- viii. to manage conflict.

### **3.5 Knowledge and Understanding**

- ix. providing information about healthier, safer lifestyles
- x. understand physical and sexual development
- xi. understand emotions, relationships and reproduction in humans and animals
- xii. knowing which parts of their body are private

## **4. The Requirements for Teaching Sex and Relationships Education**

- 4.1 Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language acquisition, social and economic background.
- 4.2 It is the school's intention for all children to 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.
- 4.3 SRE is taught as part of the curriculum for Personal, Social, Health and Economic Education (P.S.H.E.). Sex education will also be taught through other subjects such as science where teaching can contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing.

## **5. Learning Outcomes for Children**

- 5.1 The tables at the foot of this policy outline the intended learning outcomes for children in each year group and lists for parents/carers the key vocabulary to be used. Teachers will plan in more detail the content of individual lessons to include the teaching strategies to be employed, the resources to be used, and the key questions to be asked and discussed.

### **5.2 In summary, by the end of KS1 children will have learned:**

- i. (in science) about life cycles of some animals, and understand the idea of growing from young to old and that all living things grow into adults and reproduce;
- ii. (in science) that humans develop at different rates;
- iii. (in science) how to recognise and compare the main external parts of the bodies of humans;

- iv. (in science) about the importance of personal hygiene to maintain good health;
- v. (in Religious Education and Citizenship) how to reflect on family relationships, different family groups and friendship;
- vi. about rituals and traditions associated with birth, marriage and death and talk about the emotions involved;
- vii. how to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them;
- viii. about personal safety, including on-line
- ix. what parts of their body are 'private'
- x. about the ways people live and work together;
- xi. similarities and differences between themselves and others;
- xii. how to treat others with sensitivity.

### **5.3 By the end of Key Stage 2 children will have learned:**

- i. (in science) about parts of the body and how these work;
- ii. (in science) of life cycles and about the basic biology of human reproduction including the birth of a baby;
- iii. (in science) about the reproductive cycle of plants and animals;
- iv. (in science) about the physical, emotional and social changes at puberty, which include personal hygiene;
- v. (in Religious Education and Citizenship) an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship;
- vi. the skills needed to form relationships, explore how relationships develop and change, and to respect other people's emotions and feelings;
- vii. how to make simple choices and exercise basic techniques for resisting pressures;
- viii. how be responsible for their own personal safety, including on-line;
- ix. that parts of their body are 'private'.

## **6. Dealing with Difficult Questions**

- 6.1 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, they will refer back to parents/carers.

## **7. Parental Consultation**

- 7.1 Parents/carers are involved in the reviewing of this policy. The school will ensure this policy is accessible on the school website; however, parents/carers are always welcome into school to discuss any concerns.
- 7.2 The school informs parents/carers of children in Y5 and Y6 when puberty and the reproductive cycle in humans are to be taught and provides the opportunity for resources to be viewed beforehand.
- 7.3 Parents/carers have the right to withdraw their child from lessons of SRE that cover aspects not included in the National Curriculum for Science. Parents must put their request in writing to the Headteacher and detail the grounds on which they are withdrawing their child from SRE.

## **8. Safeguarding Children**

- 8.1 Teachers and teaching assistants are aware that effective sex and relationships education (SRE), which brings an understanding of what is and what is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- 8.2 The staff member or visiting professional will inform the Designated Safeguarding Lead or deputy in line with the procedures for recording and reporting a disclosure.
- 8.3 The themes covered in SRE may lead to extreme views being expressed by pupils. Langtoft Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises their duty to safeguard against extremism and radicalisation and should report all extreme views to the Designated Safeguarding Lead.
- 8.4 At school, the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are promoted. Pupils will be taught and encouraged to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is the school's responsibility to keep pupils safe and prepare them for life in modern multi-cultural Britain and the wider world.

## **9. Pupils with Special Educational Needs and Disabilities (SEND)**

- 9.1 Teaching and resources will be differentiated as appropriate to address the needs of children with SEND in order for them to have full access to the content of sex and relationships education.

## **10. Monitoring and Evaluation**

- 10.1 The monitoring and evaluation of this policy is the responsibility of the Headteacher. *The Well-being and Provision Committee* is responsible for reviewing the policy.
- 10.2 The school will assess the effectiveness of the aims, content and methods in promoting learning by visits to classrooms, sampling teachers' planning, questionnaires to teachers and children, and through feedback from parents/carers.
- 10.3 This policy will be reviewed no later than January 2019 by the *Well-being and Provision Committee* of the Governing Body.

## **11. Year by Year Topic Plans for SRE**

- 11.1 The tables below show the themes for each year group. The Learning Outcomes contain in blue a list of vocabulary planned to be used by teachers/teaching assistants during lessons when teaching topics that refer specifically to human (private) body parts, life cycles in animals and puberty/sexual reproduction. Vocabulary regarding sexual orientation is also listed. The list is not exhaustive but produced from teachers' planning. Pupils may use language different to that planned for by the teacher/teaching assistant. This is to be expected and accommodated as long as it is not offensive or derogatory. Parents/carers will be informed where this is the case.

11.2 **In addition to the themes listed**, every year group will have sessions on keeping themselves safe. These will include direct reference to private parts of the body (using the words **breasts, chest, nipples, bottom, penis** and **vagina**) and the appropriate and inappropriate showing of these parts to different persons in their lives.

Year	Theme	Learning Intentions	Learning Outcomes
EYFS	<b>Myself and Others</b>	To recognise some feelings  To recognise that our behaviour affects other people, especially when angry	To begin to have identified some of my feelings and recognise some of the ways I express them  To recognised how our feelings can influence our friendships  To realise that our behaviour (words and actions) can affect other people
	<b>Family Networks</b>	That family and friends care for each other	To have identified family members and friends and the roles that they play  To know who we can talk to at home and in school
	<b>Body Awareness</b>	To appreciate and value my body, its capabilities and uniqueness	To know that humans produce babies that grow into children and then into adults  To consider the ways we have changed physically since we were born  To begin to recognise the proper names for the external parts of the body: <b>bottom, chest, nipples, penis, vagina</b>  To be able to describe some of the functions of some of some of the parts of the body
	<b>Hygiene</b>	To understand why hygiene is important to me	To explain why it is important to keep clean  To understand some basic hygiene routines  To understand some areas in which we can look after ourselves e.g. washing hands, changing underwear

Year	Theme	Learning Intentions	Learning Outcomes
Year 1	<b>Myself and Others</b>	To know the importance of valuing myself  To begin to realise that everyone is different	To describe and begin to value individuality and to recognise and celebrate our emotions, gifts and talents  To know and value the different groups to which we belong  To recognise similarities and differences between ourselves and our peers
	<b>Body Parts</b>	To recognise my body's capabilities and uniqueness	To identify similarities and differences between ourselves and the opposite gender: <b>bottom, breasts, chest, nipples, penis, testicles, vagina – and whatever names the children use.</b>  To recognise and name, using the proper terminology, parts of the body (non-reproductive organs) and what those parts do:
	<b>Family</b>	To know that there are different types of family and all families have special roles in our lives	To be able to describe our family  To understand why our families are special  To identify different ways that families and individual members care for each other  To have identified our special people and be able to describe what makes them special

	<b>Friendships</b>	To understand what friendship is	To describe what a friend does To demonstrate some skills needed to make and maintain friendships
	<b>Choices</b>	To recognise we can make choices	To understand that we have choices To recognise that choices and responses will be affected by different factors To recognise that some choices will be wrong and other choices will be right To identify a simple way for decision making

Year	Theme	Learning Intentions	Learning Outcomes
Year 2	<b>Body Development</b>	To learn that humans produce babies which grow in to children and then into adults	To know that adults have babies that develop into children and then into adults; <b>womb</b> To know some changes we have gone through from babies to now
	<b>Looking after my Body</b>	To learn why it is important to keep clean	To describe how to look after particular parts of the body: <b>washing bottom, wiping bottom</b> To explain why it is important to keep clean To be able to describe and carry out basic hygiene routines To know what we can take responsibility for and know when we need help
	<b>Safety</b>	To have considered personal space, touch and my body	To know my body belongs to me: <b>bottom, chest, nipples, penis, private parts, testicles, vagina</b> To have considered touches that we like and do not like To have identified people we can talk to
	<b>Surprises</b>	To know the difference between a good surprise and a bad surprise	To have considered good surprises and bad surprises To have identified who we can talk to and ask for help

Year	Theme	Learning Intentions	Learning Outcomes
Year 3	<b>Self Esteem</b>	To recognise my worth as an individual by identifying positive things about myself and my achievements and by beginning to identify an area that needs to be strengthened	To see myself as special, to recognise strengths, abilities and personal characteristics To have begun to build self-esteem and confidence by looking at my skills and achievements To begin to identify personal areas that need improvement
	<b>Differences and Similarities</b>	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial, and religious diversity, gender and disability	To consider factors that contribute to my own identity Consider similarities and differences between people in our community Understand that people's actions and responses will be affected by different factors Be able to recognise and challenge some stereotypes
	<b>Decision Making</b>	To be able to demonstrate simple decision making strategies	To recognise that choices require decisions To be able to consider different possibilities To demonstrate effective decision making skills

	<b>Safety</b>	To be able to use basic techniques to resist pressure	To be able to identify potential dangers in different environments  To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people I know  To demonstrate basic techniques to resist pressure  To know who I can go to for support and help
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Year	Theme	Learning Intentions	Learning Outcomes
Year 4	<b>Emotions</b>	To be able to communicate both positive and negative emotions in different situations	To identify and recognise in myself a range of different emotions  To understand how my emotions affect my interactions with other people  To give examples of my actions which can affect the emotions of other people  To appreciate that my emotions can lead me into risky situations
	<b>Change</b>	To appreciate that over time we change, physically and emotionally	To consider changes that can take place in our lives and those of others  To appreciate as we change we are able to do different things and take on different responsibilities
	<b>Assertiveness</b>	To understand and be able to use assertiveness	To have practised being assertive in different situations

Year	Theme	Learning Intentions	Learning Outcomes
Year 5	<b>Relationships</b>	To be aware that there are different types of relationships, including marriage and those between family and friends	To have explored some of the differences in relationships between friends and family:  To be able to consider and discuss a range of family types including single parents and foster parents  To have considered the meaning of the word love and the variety of different meanings that it has: <b>bisexual, gay, lesbian, (homosexual), straight (heterosexual)</b>  To have considered how other people feel in some situations and how this helps or hinders friendships  To have practised skills needed to maintain relationships
	<b>Support Networks</b>	To identify my support network and how, when and where to find support when the people in my network cannot help	Identify people in my support network and describe why they are special to them  Demonstrate that I know how to ask for help and support  Identify whom to ask for help in certain situations  Identify some sources of outside support beyond my immediate network  Identify possible risks in seeking support and how to manage these
	<b>Puberty and Hygiene</b>	The physical and emotional changes that take place at puberty	To name the main male and female internal and external sexual reproductive parts, using the correct terminology: <b>breasts, nipples, ovaries, vagina, womb, penis, sperm, semen, testicles</b>  To be aware that puberty occurs at different times for different people

			<p>To identify and describe the main physical and emotional changes that take place at puberty for boys and girls: <b>body image/perception, menstruation, moods, periods, pubic hair, sex hormones</b></p> <p>To be able to identify and understand how hygiene needs to change during puberty: <b>foreskin, genitals, sanitary wear</b></p>
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Year	Topic	Learning Intentions	Learning Outcomes
Year 6	<b>Resolving Conflict in Relationships</b>	To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices	<p>To be able to describe different types of conflict</p> <p>To explain how actions help and hinder conflict situations</p> <p>To be able to recognise a win / win situation</p> <p>To know how to respond in these situations</p>
	<b>Taking Risks</b>	To be able to explain my choices and stand by my choices in the face of pressure	<p>To be able to identify some risks in specific situations</p> <p>To be able to identify what influences my decisions</p> <p>To understand how self-confidence, communication skills and assertiveness can help me to keep safe</p> <p>To have practiced voicing my concerns and my choices in the face of different pressures</p>
	<b>Stereotyping</b>	To recognise and challenge stereotyping	<p>To be able to define what stereotyping is</p> <p>To be able to identify when stereotyping occurs</p> <p>To have explored media – music, television, magazines etc. – portrayal of stereotypical images</p> <p>To have practiced challenging stereotypical views in a safe environment</p>
	<b>Puberty and Hygiene</b>	To be aware of the facts of the human life cycle including sexual intercourse and to consider the responsibilities of parenthood	<p>To name the main male and female internal and external sexual reproductive parts, using the correct terminology: <b>breasts, clitoris, fallopian tubes, nipples, ovaries, vagina, womb, penis, scrotum, semen, sperm, testicles</b></p> <p>To be aware that puberty occurs at different times for different people and be able to explain why</p> <p>To identify and describe the main physical and emotional changes that take place at puberty for boys and girls: <b>body image/perception, menstruation, periods, masturbation, moods, oestrogen, sex hormones, testosterone</b></p> <p>To be able to identify and understand how hygiene needs to change during puberty: <b>condom, contraception, foreskin, circumcision, genitals, sanitary wear, urethra, wet dream</b></p> <p>To explore girls' perceptions of boys and boys' perceptions of girls in a variety of situations</p>
	<b>Reproduction and Pregnancy</b>		<p>To be able to explain how conception occurs in humans: <b>ejaculation, erection, fertilise, foetus, intercourse,</b></p> <p>To be able to discuss some of the responsibilities of parenthood</p>