



**THORPEPARK**

# **SEX AND RELATIONSHIP POLICY**

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**Person responsible for this policy: Caroline Knight**

**VERSION 1.**

# Sex and Relationships Policy

## Introduction

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing, for example:

- **physical** development, for example how our reproductive systems work,
- **emotions**, like how to manage feelings, and
- the **social** side of it, such as positive and negative influences from friends.

The teaching of Sex and Relationship Education has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Sex Education at Thorpepark is seen as part of a wider health education programme. The children follow this programme from the Foundation Stage to Year 6, each year adding to and extending their knowledge. As a result, Sex Education will be taught at varying levels throughout the school. We always wish to involve parents in understanding and supporting what is being taught in school and this is especially important in Sex and Relationship Education. At the stage when human reproduction is to be taught, parents will be informed when the school nursing team will be coming in and will have the option to opt out if they feel it is not suitable for their child.

## Aims

Our aim is to teach children about Sex and Relationship Education in a framework of moral considerations, family life and personal relationships appropriate to the age and maturity of the children. At Thorpepark we recognise that our children come from many different backgrounds, it must be borne in mind that some children belong to one parent families, some are adopted and some children live in families that are not very stable, this will therefore, require sensitive handling

## **Objectives**

Children will, by the time of leaving Thorpepark, have an understanding of:

- Dealing with their own feelings and those of others
- Growth of animals, plants and humans
- Relationships
- Caring for others and themselves
- Body maintenance
- Reproduction in plants, animals and people

## **Sex Education in the Curriculum**

Some of the learning objectives can be met through the Science curriculum (Life and Living Processes). However, Sex and Relationship Education is a major part of our health curriculum and is therefore taught as part of the PSHCE timetable

## **Sex and Relationships Programme**

At Thorpepark, Sex and Relationship Education is supported by our curriculum for PSHCE (personal, social, health and citizenship education) which is supported by Jigsaw program.

By delivering Sex and Relationship Education in this way we can ensure that pupils receive their Sex Education in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life.

The combined PSHCE framework at Key Stages 1 and 2 is developed through four broad themes these are:-

- Developing confidence and responsibility and making the most of pupil's abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer life style, and
- Developing good relationships and respecting differences between people.

At our school we shall endeavour to ensure that Sex and Relationship Education shall contribute to the foundation of PSHCE and Citizenship by ensuring that all children:-

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name body parts and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

### **Jigsaw PSHCE**

The school will follow the content of the Jigsaw PSHCE scheme. Jigsaw covers all areas of PSHCE for the primary phase. The ‘Changing Me’ puzzle will teach the specific learning outcomes for Sex and Relationships education. Each year has a different piece of the same puzzle. Overall, the puzzle will look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
Foundation Stage	Piece 4 Changing Me	I am interested in the differences between boys and girls, I name body parts and talk friends and family.  Understand that some areas of the body are private and should not be touched and who they can talk to if they are worried.
1	Piece 4	Identify the parts of the body that make boys different to girls

	Boys' and Girls' Bodies	<p>and use the correct names for these: penis, testicles, vagina.</p> <p>Respect my body and understand which parts are private.</p>
2	<p>Piece 4</p> <p>Boys' and Girls' Bodies</p>	<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	<p>Piece 1</p> <p>How Babies Grow</p>	<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>
	<p>Piece 2</p> <p>Babies</p>	<p>Understand how babies grow and develop in the mother's uterus and understand what a</p>

		<p>baby needs to live and grow.</p> <p>Express how I might feel if I had a new baby in my family.</p>
	<p>Piece 3</p> <p>Outside Body Changes</p>	<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>
	<p>Piece 4</p> <p>Inside Body Changes</p>	<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	<p>Piece 2</p> <p>Having A Baby</p>	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p>
	<p>Piece 3</p> <p>Girls and Puberty</p>	<p>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.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
5	<p>Piece 2</p> <p>Puberty for Girls</p>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens</p>

		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.



	<p>Piece 3</p> <p>Girl Talk/Boy Talk</p>	<p>Ask the questions I need answered about changes during puberty.</p> <p>Reflect on how I feel about asking the questions and about the answers I receive.</p>
	<p>Piece 4</p> <p>Babies Conception to Birth</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p>
	<p>Piece 5</p> <p>Attraction</p>	<p>Understand how being physically attracted to someone changes the nature of the relationship.</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>

Teaching will generally be in mixed ability class groups. However, time is given for single sex sessions when appropriate. Parts of the curriculum in Y5/6 are delivered with the support of the School Health Service. School nurses and health visitors will deliver elements alongside the Y5/6 staff using agreed materials.

## **Children with Special Needs**

The Sex and Relationship Education programme is available to all pupils. Children with SEN will not be denied access to Sex and Relationship Education and their individual needs will be catered for – appropriate staff will be made available to talk to pupils and work through issues if necessary to ensure needs are met.

## **Responsibility for the delivery of the Sex and Relationship Programme**

All class teachers have the responsibility for teaching Sex and Relationship Education, mostly through Jigsaw lessons and also through science and other subjects.

In addition we will ask other professional bodies to come in and help deliver lessons on menstruation to Year 5 children and Sex Education to Year 6 children. Questions will be dealt with in a sensitive and appropriate way. Teachers and visitors will only answer questions they feel comfortable with and which are appropriate to the child's learning.

We consult with secondary schools about vulnerable pupils and pupils who have found the Sex and Relationship Education programme difficult to access due to their stage of development.

## **Child Protection**

At Thorpepark we are very aware that children cannot learn effectively if they are concerned or frightened about being abused or being victims of violence in the home. Children have a right to expect that our school will be a safe and secure environment. Throughout Sex and Relationship Education work teachers must carefully watch out for fears or worries presented by children and this should not go unnoticed. It needs to be recognised that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue.

If it is suspected that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, this should be dealt with in accordance with the schools Child Protection Policy.

If a member of staff is approached by a child who is sexually active or is contemplating sexual activity, this should be viewed as a child protection issue and dealt with accordingly.

## **Parental Rights**

Parents will be informed when the Year 5 children will be given a talk about menstruation. Parents will be informed when Year 6 children will begin their Sex Education. Parents will be invited to preview the material and will have the right to withdraw their child if they wish.

## **Role of the Co-ordinator**

The Co-ordinator will:

- Write the policy
- Monitor the policy
- Ensure its implementation
- Offer support and advise to staff, pupils and parents
- Maintain the resources to ensure implementation of the policy

## **Review**

**This policy will be reviewed every two years and updated or amended as necessary.**

**Date: February 2017**

**Review Date: February 2019**

