

**CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL  
POLICIES AND PROCEDURES**

**Sex and Relationship Policy**



**Date Reviewed**

**July 2018**

---

**Date adopted by Governing Body**

---

**Date for next review by Governing Body**

**March 2022**

---

## **Sex and Relationship Education Guidance (DfEE 0116/2000)**

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.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition 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.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, to 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 provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- 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 respect and care for their bodies
- To be prepared for puberty and adulthood

### **The teaching programme for Sex and Relationship Education**

#### **Legal requirements**

- 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.

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention 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.

National Curriculum Science

### **Key Stage 1**

- Describe and compare the structure of a variety of common animals
- Identify, name, draw and label the basic parts of a human body

### **Key Stage 2**

Year 3 & 4

- Identify that animals including humans need the right types and amounts of nutrition
- Living things can be grouped in a variety of ways

Year 5 & 6

- Life cycles of a mammal
- Life process of reproduction in animals ( growth and development of humans puberty and gestation period)
- Impact of diet , exercise, drugs and lifestyle on their bodies

### **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle time. 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 extracts from videos.

- Teaching SRE with Confidence in Primary Schools. CWP Resources.
- Sex and Relationship Education Guidance DFE.

Sex and relationship education is monitored and evaluated by the subject leader as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

**The school will follow the programme of study as outlined below**

In every year group, either in conversation with children or as it arises in the curriculum, we will be using anatomically correct vocabulary for body parts. Eg. Penis, testicals, vagina, breasts.

E-safety will be discussed with all pupils either through Collective Worship, Computing or visiting speaker.

**Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

<b>Feelings</b>	Begin to develop an awareness of their own needs, views and feelings and those of people around them  To begin to develop a positive self-image.
<b>Belonging</b>	Recognise similarities/differences between themselves and others  Share family experiences ( e.g. birthdays )
<b>Friendship</b>	To appreciate the need to share and listen in order to get along with others around you
<b>Growing Up</b>	Recognise that human babies grow into children and adults  That animals, including humans, feed, grow, use senses and reproduce  To dress independently
<b>Safety</b>	To begin to accept understand the need for personal hygiene – to be independent in personal hygiene  To begin to be aware of personal safety – good and bad touches  To recognise different ways of staying safe  To recognise right and wrong

**Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

**Year 1**

<b>Feelings</b>	Recognising, naming and expressing emotions Understanding and dealing with these emotions Recognising our strengths and qualities (develop a positive self-image )
<b>Belonging</b>	Belonging to different groups Myself and others Our families (family experiences e.g. birthdays )
<b>Friendship</b>	What makes a good friend? Getting on and falling out Understand that friendships can change
<b>Growing Up</b>	Naming external body parts Simple stages of development Understanding the needs of animals (babies) e.g. nutrition Similarities and differences To appreciate the need for personal hygiene.
<b>Safety</b>	Peer pressure- it is ok to be different Choices Bullying Asking for help When to tell a secret

**Year 2**

<b>Feelings</b>	Managing feelings. Making simple/complex choices.
-----------------	--

<b>Belonging</b>	Recognising different types of groups and families. Everybody needs caring for. Challenge stereotypes.
<b>Friendship</b>	Similarities and differences between people
<b>Growing Up</b>	Correct names for external body parts Know that animals, including humans, produce ( life cycles ) Differences: boys and girls, male and female Understanding hygiene, looking after the body.
<b>Safety</b>	Ways of keeping safe ( people, rules) Recognising potential risks.

### Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

### Year 3

<b>Feelings</b>	Recognising different feelings Responding to a range of emotions Empathise with a range of feelings
<b>Belonging</b>	Understand what families are for Expressing love within families ( understand the meaning of like and love )
<b>Friendship</b>	Qualities in a relationship

<b>Growing Up</b>	<p>Understand the range of human variation at birth</p> <p>Changes in the human life cycle</p> <p>Similarities and differences (between males and females )</p> <p>Know the names of body parts</p> <p>Personal hygiene</p>
<b>Safety</b>	<p>Recognise risks in different situations</p> <p>Being responsible</p> <p>Understand others points of view</p> <p>Learn how to respect other people's bodies</p> <p>Recognise the presence of unwanted physical contact and know ways of resisting it</p>

**Year 4**

<b>Feelings</b>	<p>Recognising their own and other's feelings</p> <p>Thinking, feeling, doing</p> <p>Changing relationships</p>
<b>Belonging</b>	<p>Family differences</p>
<b>Friendship</b>	<p>Understand how their actions affect others</p> <p>Listening to the views of others</p> <p>Dealing with conflict in friendships</p> <p>Recognising their actions have consequences</p> <p>Dealing with friendship problems</p>
<b>Growing Up</b>	<p>Understanding how adulthood brings changes to lifestyles</p> <p>Everyone is special, everyone is different</p> <p>Know the names of body parts, including sexual parts</p> <p>Body changes and reproduction</p> <p>Puberty</p>
<b>Safety</b>	<p>Recognising unwanted influence and pressure</p>

	<p>Decision making</p> <p>Saying no</p> <p>Feeling able to ask questions</p>
--	--

**Year 5**

<b>Feelings</b>	<p>Understanding they can control their behaviour</p> <p>To understand that their words and actions affect others</p> <p>Seeing things from other's points of view</p>
<b>Belonging</b>	<p>Family qualities</p> <p>Parenting – appreciate skills necessary for parenting</p>
<b>Friendship</b>	<p>Qualities of a good friend</p> <p>Coping with peer pressure</p>
<b>Growing Up</b>	<p>Knowing how bodies change at puberty</p> <p>Understand the facts about menstruation</p> <p>Accepting responsibility for their personal hygiene</p> <p>Male and female sex organs</p> <p>Understand the physical and emotional changes at puberty</p> <p>Understanding the process of conception</p>
<b>Safety</b>	<p>Understanding risks and making judgements</p> <p>To begin to appreciate where people can get help</p>

**Year 6**

<b>Feelings</b>	<p>Beginning to understand body language</p> <p>Distinguishing between attraction and love</p> <p>Understanding we sometimes have feelings that we cannot explain</p> <p>To recognise the importance of valuing self as well as others</p> <p>To begin to understand what makes them feel happy and positive</p>
-----------------	--



<b>Belonging</b>	<p>Conflict with parents</p> <p>Marriage – why get married?</p> <p>Understand that there are different ways of loving and the importance of love in a relationship</p> <p>To appreciate that people need to live and work together and discuss how to make this easier</p>
<b>Friendship</b>	<p>Responsibilities towards friends ( loyalty )</p> <p>Understanding similarities / differences of opinion</p> <p>Positive / negative relationships</p> <p>Bullying (e.g. homophobic bullying )</p>
<b>Growing Up</b>	<p>Understand body changes from child to adult- Puberty</p> <p>Menstruation</p> <p>Conception and pregnancy</p> <p>Responsibility of having a baby</p> <p>Accepting responsibility for their personal hygiene</p>
<b>Safety</b>	<p>Understanding the law</p> <p>Recognise risky situations and discuss how to deal with these situations (decision making )</p> <p>Understanding gender roles ( stereotypes )</p> <p>To begin to understand that human sexuality can be expressed in different ways</p> <p>The role of the media</p> <p>To accept and understand the need for personal hygiene</p>

### Specific Issues

#### Parental consultation

Parents will be informed of the content of our SRE scheme of work.

The school will inform parents when aspects of the sex and relationship programme are taught and provide opportunities for parents to view the videos and resources being used if they wish.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this is not encouraged as, by working in partnership with parents, they should 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 child protection issue.

The staff member will inform the Head Teacher who is the Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

### **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship	Equal Opportunities	Child Protection
Confidentiality	Behaviour	Anti Bullying

These policies can be requested from the school office and can be found on the school's website

### **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.

### **Use of visitors**

Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons. (Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11)

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

### **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. The additional link will be used as appropriate:  
<https://www.autism.org.uk/about/communication/sex-education.aspx#>

## Monitoring and Evaluation

Monitoring is the responsibility of the Head teacher, TLSA governors committee and the teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' 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.

## Specific Vocabulary

<b>Foundation</b>	Washing, Brushing teeth, Getting dressed, Clean, Boy, Girl, Same, Different, Face, Hair, Skin
<b>Year 1</b>	Washing, Brushing teeth, Getting dressed, Clean, Boy, Girl, Same, Different, Face, Hair, Skin, Physical characteristics, Gender, Hair, Face
<b>Year 2</b>	Similar, Different, Sex, Gender –roles, Stereotypes, Boy, Girl, Male, Female, Body parts, Penis, Vagina, Testes, Penis, Nipples
<b>Year 3</b>	Similar, Different, Sex, Gender –roles, Stereotypes, Boy, Girl, Male, Female, Body parts, Penis, Vagina, Testes, Penis, Nipples, Ovaries, Womb, Genitals, Reproduction, Comfortable, Uncomfortable, Like, Dislike, Touch, Hug, Kiss, Family, Fostering, Adoption, Relationship
<b>Year 4</b>	Puberty, Changes, Lifecycle, Periods, Physical, Pregnancy, Vagina, Womb, Testes, Arm pits, Pubic hair, Sweat, Nipples, Breasts, Sperm, Egg, Ovum, Drop of blood, Emotions feelings, Girlfriends, Boyfriends, Deepening voice, Hormones
<b>Year 5</b>	Puberty, Physical changes, Emotional changes, Moods, Menstrual cycle, Periods, Fallopian tubes, Party-liners, Tampons, Sanitary towels, Sweat, Breasts, Spots, Pubic hair, Facial hair, Underarm hair, Sexual reproduction, Sexual organs (and changes during puberty), Physical and emotional changes during puberty, Feelings, Privacy Human rights, Female Genital Mutilation, Wet dreams, Erections
<b>Year 6</b>	Reproduction, Conception, Fertilisation, Pregnancy, Sexual intercourse, Womb, Sperm, Egg, Semen/sperm, Erection, Twins Fostering, Adoption, Relationship, Friendship, Love, Pleasure, Consent, Masturbation, Sexual feelings, Wet dreams, Sexual intercourse, Intimacy, Privacy, Human rights, Protection, Female Genital Mutilation, STD's