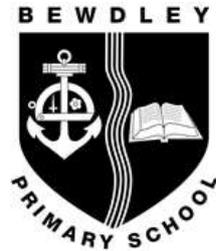


Reviewed: September 2020
Next Review: September 2021



SEX AND RELATIONSHIP POLICY

Statement of Intent

At Bewdley 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.

Legislation

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 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance' 2019*
- *PHSE Association Programme of Study 2020*

The policy will link in with other school policies including:

- PHSE
- Drug Education
- Social, Moral, Spiritual and Cultural
- Safeguarding/Child Protection
- Anti-Bullying
- Confidentiality

Organisation of the programme

The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by class teachers, in accordance with DfE recommendations.

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.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum and therefore must be taught. [Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the sex and relationship education programme, are able to be moved to older year groups or deleted, appropriate to the school wishes.]

Content of the SRE Programme

Key stage 1

Pupils in Year 1 are taught:

- Roles of different people; families; feeling cared for
- Recognising privacy; staying safe; seeking permission
- How behaviour affects others; being polite and respectful
- Keeping healthy; food and exercise; hygiene routines; sun safety
- Recognising what makes them unique and special; feelings managing when things go wrong
- How rules and age restrictions help us; keeping safe online

Pupils in Year 2 are taught:

- Making friends; feeling lonely and getting help
- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour
- Recognising things in common and differences; playing and working cooperatively; sharing opinions
- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
- Growing older; naming body parts; moving class or year
- Safety in different environments; risk and safety at home; emergencies

Key stage 2

Pupils in Year 3 are taught:

- What makes a family; features of family life
- Personal boundaries; safely responding to others; the impact of hurtful behaviour
- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- Health choices and habits; what affects feelings; expressing feelings
- Personal strengths and achievements; managing and reframing setbacks
- Risks and hazards; safety in the local environment and unfamiliar places

Pupils in Year 4 are taught:

- Positive friendships, including online
- Responding to hurtful behaviour; managing confidentiality; recognising risks online
- Respecting differences and similarities; discussing difference sensitively
- Maintaining a balanced lifestyle; oral hygiene and dental care
- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; supporting with puberty
- Medicines and household products; drugs common to everyday life

Pupils in Year 5 are taught:

- Managing friendships and peer influence
- Physical contact and feeling safe
- Responding respectfully to a wide range of people; recognising prejudice and discrimination
- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
- Personal identify; recognising individual and different qualities; mental wellbeing

Pupils in Year 6 are taught:

- Attraction to others; romantic relationships; civil partnerships and marriage
- Recognising and managing pressure; consent in different situations
- Expressing opinions and respecting others points of view, including topical issues
- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
- Human reproduction and birth; increasing independence; managing transition
- Keeping personal information safe; regulations and choices; drugs use and the law; drug use and the media

Delivery of the Programme

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.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

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 Bewdley Primary's e-Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

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.

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.

Teachers will focus 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.

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.

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.

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.

Working with Parents

Bewdley Primary School understands that the teaching of some aspects of the programme may be of concern to parents/carers and therefore, will ensure that no teachers express their personal views or beliefs when delivering the programme.

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.

The school 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.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in (Appendix 3) – Science National Curriculum.

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.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Equal opportunities

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 and is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Training of staff

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.

Confidentiality

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.

Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per Bewdley Primary's Child Protection Policy.

Bullying incidents

At Bewdley Primary we have 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 Bewdley Primary.

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.

These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. The headteacher will decide whether it is appropriate to notify the police or an antisocial behaviour coordinator in their LA of the action taken against a pupil.

Difficult Questions

If difficult questions arise in class time, class teachers will ask the child concerned if it is OK to deal with this at another time. They will then see the child alone at the earliest opportunity, and will encourage them to discuss the issue with their parents/carers. If the child is unwilling advice will be sought from the Head Teacher.

Dissemination of the SRE Policy

Teaching staff will be given a copy of the policy and scheme of work.

There is a summary in the School Website and the full details of the policy and scheme of work are available on request to:

- Parents
- Governors
- Support staff
- Visitors
- LEA officers
- OFSTED inspectors
- School Health Service staff

Appendix 1: PHSE Association Programme of Study – separate link

Appendix 2: PHSE Association Programme Builders for PHSE Education, Thematic Scheme – separate link

Appendix 3: Language and Terminology

Language and Terminology

When new vocabulary will be introduced, the list before are also used when talking about SRE

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dress	Clean	Sex	Gender roles	Puberty	Single parents	Wet dreams
Undress	Similar	Gender	Fostering	Life cycle	Same sex parents	Semen
Clean	Different	Stereotypes	Adoption	Reproduction	Emotional	Conception
Smelly	Family	Nipples	Relationships	Physical	Changes	Fertilisation
Family	Boy	Private parts	Good and bad	Breasts	Moods	Pregnancy
Family names e.g.	Girl	Penis	touches	Sperm	Menstruation	Sexual intercourse
Mum	Male	Vagina		Egg	Periods	Twins
Dad	Female	Testicles		Pubic hair	Tampons	Love
Brother	Head	Off-spring		Facial hair	Sanitary towels	Consent
Sister	Neck			Underarm hair	Erection	Intimacy
Grandma	Shoulders			Emotional	Ejaculations	Communication
Grandad	Arms			Voice deepens	Sperm	Personal/private
Stepmum	Elbows			Feelings	Egg	information
Stepdad	Wrist			Armpits	Sweat	Reproduction
Uncle	Fingers			Belly button	Spots	Foetus
Auntie	Chest			Anus	Sexual feelings	Umbilical chord
Feelings	Abdomen			Rectum	Bra	Contractions
Feeling words e.g.	Legs			Womb	Deodorant	Midwife
Happy	Thighs			Antenatal	Vaginal discharge	Ovary
Sad	Knees				Vulva	Fallopian tubes
Worried	Shins				Scrotum	
Surprised	Feet					
Friends	Toes					
	New-born					

Appendix 4: National Curriculum: Science

In accordance with the DfEs “Sex and Relationships 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 process for humans and other animals.• About the main stages of human life cycle.
Key Stage 3	<ul style="list-style-type: none">• That fertilisation in humans is the fusion between the egg and sperm.• About the physical and emotional changes that take place during adolescence.• How the foetus grows and develops.• How the growth and reproduction of bacteria and viruses can affect health.
Key Stage 4	<ul style="list-style-type: none">• The way in hormonal control occurs, including the affects of sex hormones.• The medical uses of some hormones, including the control of fertility.• The defence mechanisms of the body.• How sex is determined in humans.