

Bengeworth CE Academy



Sex and Relationships Education Policy

Subject Lead:

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Updated: June 2019

Introduction

It is our aim to ensure that Relationship Education is taught throughout the school, specifically focusing on teaching children the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults. This will also include the importance of respectful relationships, online relationships and keeping themselves safe. This has been made compulsory in schools to ensure that we can help our pupils develop holistically. We will provide them with the knowledge and attributes needed to support wellbeing and attainment and ultimately prepare them to become successful and happy adults.

We will also ensure that every pupil should be given the opportunity to acquire the knowledge to equip them for their young adult life. Our programme for Sex Education will give pupils accurate information, whilst taking into account the age, maturity and development of the child.

Parents will be welcome to discuss the Relationship Education with staff at any time during the child's school life. They will be encouraged to feel part of a partnership which will prepare their children to become responsible and caring adults. Parents have the right to withdraw their child from any part of the Sex Education programme, which does not form part of the National Curriculum. In the event of such a request, parents will be invited to discuss their concerns with the Head Teacher and/or Class teacher.

In all year groups, children will take part in Relationships Education appropriate to their age. They will also cover some areas of Sex Education as part of the Science curriculum, such as the human body and reproduction in plants and animals. Sex Education will be taught as a separate subject at Year 5 through PSHE.

Outlined below are the aims and objectives for:

- Relationships Education (Years R-5)
- Sex Education (Year 5)

Relationships Education

Aims

The aims of the Relationships Education Policy are as follows:

1. To discuss families and people who care for children and how these relationships are important to children.
2. To discuss caring friendships, characteristics of good friends and who we can trust.

3. To provide opportunities to clarify what a respectful relationship is and the importance of self-respect.
4. To discuss online relationships and the rules and principles to keeping safe online.
5. To develop a greater understanding of being safe, including privacy and boundaries.

Objectives

The objectives of the Relationships Education Policy are as follows:

1. To support children to develop their understanding of what a relationship is, what friendship is, what family means and who the people are who can support them.
2. To develop understanding for respect, to selves and others, including boundaries, personal space and contact.
3. To explore the features of a healthy friendship, family relationships and other relationships.
4. To address online safety and explore the ways to stay safe online.
5. To discuss families and understand that families of many forms provide a nurturing environment for children.
6. To develop an understanding of personal attributes and how this can affect friendships.
7. To discuss how friendships can support mental wellbeing.
8. To discuss boundaries and equip children with the knowledge they need to recognise and report abuse.

Relationships Education will usually take place during PSHE lessons throughout the year with the majority being taught in the Spring term. Children will be taught in their class groups and the class teacher will direct and control any discussion. The aims and objectives will be covered using the PSHE association guidance. Staff should use their professional skills to answer pupils' questions sensitively and appropriately and any concerns will be dealt with according to safeguarding procedures.

Sex Education

Aims

The aims of the Sex Education Policy are as follows:

1. To provide accurate information in relation to naming external body parts.
2. To make children aware of health related issues concerning their own bodies.
3. To provide opportunities to clarify attitudes and share knowledge about sex and health related issues.
4. To develop confidence and self-esteem to allow children to talk about the changes taking place within their bodies.
5. To provide a firm basis upon which children can extend their sex educational knowledge in the coming years.

Objectives

The objectives of the Sex Education Policy are as follows:

1. To create an atmosphere of trust and respect where children may discuss sex related issues in an open and mature way.
2. To provide children with an appropriate vocabulary for naming parts of their bodies.
3. To make children aware of the specific changes that take place to both males and females during puberty, namely pubic hair, menstruation, body odour, breasts, skin conditions.
4. To make children aware of the need of personal hygiene.
5. To understand that there are extremes and differences during puberty and that the rate at which people develop may vary greatly.
6. For children to understand the notion that humans and animals produce babies without a need to be explicit about insemination.

Confidentiality

Teachers conduct sex educational lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then teachers will deal with it as a matter of child protection. The teacher will respond in a similar way if a child indicates that they may have been a victim of abuse. The teacher will draw their concerns to the attention of the Head Teacher and the teacher responsible for child protection.

SRE organisation

Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- References to sexual orientation and gender identity, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

The Sex Education programme will usually run during a six week block over one half term during the Summer Term. The class teacher may choose to run these over several afternoon sessions. Children will be taught in their class groups and the class teacher will direct and control any discussion. The programme should provide a firm basis upon which children can build during their Middle School education. Staff should use their professional judgement to answer pupils' questions sensitively and appropriately, and refer them to their parents on issues concerning:

Sexually Transmitted Infections (STIs)
Specific sexual practices (eg. oral sex)
Masturbation
Contraception

Schemes of Work for Sex Education

It is anticipated that each weekly session will take 30 minutes approximately. This works alongside the PSHE association planning grids.

Session 1

Teacher to explain that a discussion lesson will take place each week for the next half term during which pupils will find out about how their bodies are changing. Rules and expectations may also be mentioned during this session to clearly set the tone of the sessions. Teachers should also stress the need for a mature and sensible attitude towards the sessions. Name external parts of the body including correct medical names for genitalia. Children will be given an opportunity to ask anonymous questions.

Session 2

Re-affirm rules/expectations set out in session 1. Talk about the changes taking place within their bodies that they are aware of or expect to happen soon; hair growth, changes to skin and complexion, their feelings and emotions. Children will be given an opportunity to ask anonymous questions.

Session 3

Re-cap on changes during puberty and focus on the need for personal hygiene. Regular washing/bathing, hormones produce active sweat glands/smell; skin care for complexion. Why we use deodorants and perfumes etc. Children will be given an opportunity to ask anonymous questions.

Session 4

Understand the extremes and differences which may occur during puberty and the rate at which people develop may vary greatly. Looking at the differences in height, weight, body shape, which extends through into adult life. Understand that there is no right or wrong, and that being different does not mean abnormal. Children will be given an opportunity to ask anonymous questions.

Session 5

Children to talk with teacher about what they already know about childbirth. Where does the baby grow? How does it come out into the world? Think about animal babies as well as humans. (No details of conception necessary). Show the children the videos as listed in the Resources section. Children will be given an opportunity to ask anonymous questions.

Session 6

The final session should be used to consolidate the work covered and reinforce how the children feel better informed and more at ease with the changes which take place. Discuss relationship changes and parenting skills. Talk about respect and ownership for their own bodies and how they must look after themselves and ensure that others respect them and their bodies. Children will be given an opportunity to ask anonymous questions too.

Resources

Videos

The wonder of living series - "I'm stepping out."

BBC Video "Growth"

Channel 4 Living and Growing Unit 2 (Programmes 1 and 3)

Books

Usborne reference books: What's happening to me?

ISBN 978074607663-7

ISBN 978074606995-0

Being Born by Sheila Kitzinger (Dorling Kindersley)

The Body Book by Claire Rayner (Deutsch)

The Good Health Project (Forbes Publications Ltd.)

What's Happening to Me? by P. Mayle (Macmillan)

Have you started yet? by R. Thomas (Piccolo)

Living and Growing Unit 1 Resource Book

Living and Growing Unit 2 Resource Book

"The Wonder of Living Series" - Teachers Manual

Growing Up - Adolescence, body changes and sex by Susan Meredith (Usborne)

SRE policy Review: September 2020.