



*Strive Think Act Respect Shine*

**Norton Church Of England Primary School**

## **SEX & RELATIONSHIP EDUCATION POLICY**

<b>Doc:</b>	Sex & Relationship Education	<b>Date Issued:</b>	20/09/16
<b>Version:</b>	3	<b>Agreed by Staff:</b>	20/09/16
<b>Category:</b>	Policy	<b>Agreed by Governors:</b>	20/09/16
<b>Comments:</b>	This Policy is due review September 2019		

## AMENDMENT HISTORY

<u>Version</u>	<u>Date Issued</u>	<u>Originator/ Modified by</u>	<u>Reason(s) For Issue/ Re-issue</u>
1	23/11/05	Jayne Hanks/ T Empson	Revised/updated 1997 version
2	23/11/09	T Empson	Review and update
3	22/11/11	R Remfry	Review and updated
4	20/09/16	Jane Farren	Review with contact details updated. Links to science and PSHE made.

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## **SEX & RELATIONSHIP EDUCATION POLICY**

### **INTRODUCTION:**

This document is a statement of the aims, principles and strategies for the teaching and learning of sex and relationships education at Norton Church of England Primary School.

### **WHAT IS SEX and RELATIONSHIP EDUCATION?**

Sex education encompasses both learning to understand our own and other's sexuality, and developing skills and exploring attitudes that will help us to make the best decisions for ourselves, and others.

### **THERE IS A NEED FOR:**

Biological facts about the human body, its functions, development and potential.

Information about personal and interpersonal hygiene.

The opportunity to explore feelings about love, care, protection, sexuality and the responsibility to oneself, to family and to others.

The acquisition of personal and interpersonal skills such as communication, assertiveness and decision-making.

The development of an awareness and respect for oneself and for others, and an understanding of and sensitivity to different beliefs and lifestyles.

The examination of opinions and concepts relating to love, joy, anger, fear, hate, trust and respect.

The opportunity to communicate openly about sexual matters without embarrassment in a group situation.

The recognition of potential exploitation and how to take appropriate avoiding action, including the development of coping strategies to counteract peer pressure in sexual matters.

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The encouragement of a sense of personal worth.

To give pupils the opportunity to recognise the implications of drug, solvent, alcohol and tobacco abuse.

## **AIMS**

The following AIMS AND OBJECTIVES reflect the School's overall aims and objectives as stated in the School Development Plan:

1. To develop the whole person, recognising the sexuality of people at all ages and stages of development.
2. To dispel ignorance and counteract mis-information.
3. To encourage young people to view sexual activity within the context of a family unit. (i.e. not a stereotype but a loving, stable relationship of adults and children.)

## **EQUAL OPPORTUNITIES**

All pupils are entitled to receive Sex Education regardless of ability, gender, race, religious belief or social grouping.

Through Sex Education we seek to develop a positive view of female and male sexuality.

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## ORGANISATION OF SEX EDUCATION

### SEX EDUCATION IS NOT TAUGHT IN ISOLATION.

It is an integral part of a broader Health Education Programme. Our science coverage in school (broadly taught using 'Science Bug') is interlinked with the teaching of sex education (See Appendix 1).

An agreed sequence for the teaching of Sex Education throughout the School is attached to this policy (See Appendix 1.1) and will form part of our future Health Education schemes of work.

All staff are involved in teaching those aspects of the schemes of work appropriate to their age group. Teachers ensure that any aspects of SRE that link with our PD (Personal Development) curriculum are taught alongside each other. See Appendix 2 for PD coverage.

Training is arranged where appropriate to develop staff competence and confidence.

Staff respond to children's questions as they arise, giving the information required with sensitivity and in a manner appropriate to the maturity and needs of the child. This informal education is in addition to the School's specific programme for Sex Education.

### SPECIFIC ISSUES

Parents wishing to discuss any issue relating to Sex Education should consult the Head Teacher at any time. Where parents wish to withdraw a child from Sex Education they should contact the Head Teacher and confirm their request in writing.

Child abuse - The School follows the County Council's guidelines relating to suspected child abuse.

Sexual harassment will be taken seriously and investigated fully.

Information about personal hygiene will be given during Sex Education lessons. This will include reference to issues concerning human sexuality if and when it arises.

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HIV/AIDS - There is no legal requirement for any pupil to disclose whether she/he is infected by HIV/AIDS. There are set procedures for dealing with injuries that would prevent transmission of such diseases so that discrimination does not occur.

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## WORKING WITH PARENTS

Opportunities to discuss individual pupil needs with regard to Sex Education are available throughout the year, either informally with the class teacher at a mutually convenient time, or at the more formal pupil/parent/teacher consultation sessions.

It is good practice for staff to inform parents prior to starting units of work with a Sex and Relationship content. This is particularly important where sensitive issues such as child abuse are being considered.

## MONITORING AND EVALUATION

Staff and pupils are involved in evaluating work.

The Sex and Relationship Education Policy is regularly reviewed through the school development planning procedures.

The effectiveness of the policy is monitored by the Head Teacher, and reported to the governors.

Any proposed amendments to the current policy will be reported to the parents at a special meeting and will subsequently be recorded in the Governor's Annual Statement to Parents.

A copy of the Sex and Relationship Education Policy is always available in the School.

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## POSTSCRIPT

The Governing Body has full confidence in the staff of the School and believes that the best interests of the pupils and their parents will be served by the sensitive consideration of all matters relating to human sexuality. Parents are encouraged to make contact with the School on any issue of concern to them of their children.

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## Appendix 1

### Science and SRE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Animals</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ↳ GD objective: Identify, name, draw and label the basic parts of the human body, say which part of the body is associated with each sense and explain what they do.	<b>Living Things Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. ↳ GD objective: Explore and evaluate the key differences between things that are living, dead, and things that have never been alive.	<b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ↳ GD objective: Identify and explain how the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers connect together using scientific vocabulary.		<b>Living Things Habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ↳ GD objective: Describe, compare and contrast the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	<b>Evolution</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ↳ GD objective: Recognise and explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
	<b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants. ↳ GD objective: Observe and explain how seeds and bulbs grow into mature plants and compare different species.	<b>Plants</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ↳ GD objective: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal using specific examples of different flowers from plants.		<b>Living Things Habitats</b> Describe the life process of reproduction in some plants and animals. ↳ GD objective: Describe the life process of reproduction in some plants and animals using specific examples to identify their similarities and differences.	
	<b>Animals</b> Notice that animals, including humans, have offspring which grow into adults. ↳ GD objective: Notice that animals, including humans, have offspring which grow into adults, comparing different species.			<b>Animals</b> Describe the changes as humans develop to old age. ↳ GD objective: Describe, using examples and scientific terminology, the changes as humans develop through stages to old age.	

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## Appendix 1.1

### A SEQUENCE FOR THE TEACHING OF SEX AND RELATIONSHIP EDUCATION IN NORTON C OF E PRIMARY SCHOOL

#### **RECEPTION**

People in my life. What they do for me and what I do for them.

My moods - feeling happy, sad, frightened, excited etc.

My friends.

My body parts - (correct name to be used).

My body and other people's bodies - similarities and differences (inc. disabilities).

Baby clothes and equipment.

The beginning of life: plants, animals, me.

My first steps and my first words.

Caring for myself - hygiene, sleep, exercise.

People who help me care for myself.

#### **YEAR ONE**

Growth in plants, animals and people. How things change as they grow.

Ageing - how we know things are young, old, alive, dead.

Loss and mourning - e.g. a person or a pet.

Different types of family groups - e.g. word, plant, animal, human families.

Feelings in families - e.g. love, jealousy.

Special ways my family show they love me.

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Getting on with one another – listening, sharing and taking turns. Considering other people's feelings.

How I help at home.

When I grow up.

Immediate relatives – what are they called and how they are related to me.

## **YEAR TWO**

Getting ready for a new baby.

Caring for a new baby.

My first toys.

Why my mummy remembers me being born.

Inside my body – the function of different parts.

What I don't like about other people.

What other people don't like about me.

Expressing feelings and how we do this – being assertive without bullying.

Celebration of birth, christening, marriage and death – in cultures that are relevant to the class.

Friendships – how we make, keep and lose friends.

## **YEAR THREE**

Simple family tree of immediate relations.

My favourite relation – the outer family.

Families and how they behave – what members expect of each other.

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Keeping safe - dangers I may come up against (inc. appropriate sexual behaviour by adults towards children).

Difficult situations - coping with teasing and bullying.

Me inside my Mummy's tummy.

Changes in my own body and in those of others.

Varied lifestyles in the class and community - differences about others and how we feel about differences.

## **YEAR FOUR**

Keeping healthy - exercise, diet, the immune system.

How my body works - the functions of the different parts.

Friendships and relationships - what makes a good friend and lasting relationship?

Feelings - things that make me feel happy, sad, embarrassed, frightened.

Celebrations of births, christening, marriage and death in different cultures.

Preventing and managing conflict.

## **YEAR FIVE**

Family Trees - extending beyond existing relatives.

Family lifestyles.

How babies are born and grow.

Making decisions - influences on me.

Things that go into my body that are good.

Things that will harm my body - i.e. cigarettes.

Personal hygiene.

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Messages about sexual discrimination from films/books.

Menstrual cycle.

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## YEAR SIX

Feelings about the future - changing school.

Feelings, emotions, loving relationships.

Changes in my body - puberty.

Rites of passage in different cultures.

Life cycles in nature, inc. humans.

Human reproduction.

Sexuality - what it is and what words describe it.

Messages about health and sexuality from television, films, newspapers, etc.

Keeping my body healthy - drug awareness.

Keeping safe - saying no.

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# **Norton CofE Primary School Safeguarding Curriculum: Norton 2016-17 5th Sep 2016 - 17th Jul 2017**

w/c 5 September Your own topic (1 hour)	w/c 12 September Friends and kindness (1 hour) Friends and Family (1 hour) Family & Friends (1 hour) Family and Friends (1 hour)	w/c 19 September Friends and kindness (1 hour) Friends and Family (1 hour) Family & Friends (1 hour) Family and Friends (1 hour)	w/c 26 September Friends and kindness (1 hour) Kindness and anti-bullying (1 hour) Kindness and anti-bullying (1 hour) Kindness and anti-bullying (1 hour)
w/c 3 October Friends and kindness (1 hour) Kindness and anti-bullying (1 hour) Kindness and anti-bullying (1 hour) Kindness and anti-bullying (1 hour)	w/c 10 October Friends and kindness (1 hour) Kindness and anti-bullying (1 hour) Kindness and anti-bullying (1 hour) Kindness and anti-bullying (1 hour)	w/c 17 October Your own topic (1 hour)	w/c 24 October School holiday

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<p>w/c 31 October</p> <p>Keeping Safe- People who help us (1 hour)</p> <p>Keeping Safe at home (1 hour)</p> <p>Keeping Safe at home, Keeping safe outside (1 hour)</p> <p>Keeping Safe at home Keeping safe outside (1 hour)</p>	<p>w/c 7 November</p> <p>Keeping Safe- People who help us (1 hour)</p> <p>Keeping Safe at home (1 hour)</p> <p>Keeping Safe at home, Keeping safe outside (1 hour)</p> <p>Keeping Safe at home Keeping safe outside (1 hour)</p>	<p>w/c 14 November</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p>	<p>w/c 21 November</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p>
<p>w/c 28 November</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p> <p>Internet Safety (1 hour)</p>	<p>w/c 5 December</p> <p>Your own topic (1 hour)</p>	<p>w/c 12 December</p> <p>Your own topic (1 hour)</p>	<p>w/c 19 December</p> <p>School holiday</p>

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w/c 31 October	w/c 7 November	w/c 14 November	w/c 21 November
Keeping Safe- People who help us (1 hour)	Keeping Safe- People who help us (1 hour)	Internet Safety (1 hour)	Internet Safety (1 hour)
Keeping Safe at home (1 hour)	Keeping Safe at home (1 hour)	Internet Safety (1 hour)	Internet Safety (1 hour)
Keeping Safe at home, Keeping safe outside (1 hour)	Keeping Safe at home, Keeping safe outside (1 hour)	Internet Safety (1 hour)	Internet Safety (1 hour)
Keeping Safe at home, Keeping safe outside (1 hour)	Keeping Safe at home, Keeping safe outside (1 hour)	Internet Safety (1 hour)	Internet Safety (1 hour)
w/c 28 November	w/c 5 December	w/c 12 December	w/c 19 December
Internet Safety (1 hour)	Your own topic (1 hour)	Your own topic (1 hour)	School holiday
Internet Safety (1 hour)			
Internet Safety (1 hour)			
Internet Safety (1 hour)			

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w/c 26 December School holiday	w/c 2 January Citizenship & British Values (1 hour) Citizenship & British Values (1 hour) Citizenship & British Values (1 hour)	w/c 9 January Citizenship & British Values (1 hour) Citizenship & British Values (1 hour) Citizenship & British Values (1 hour)	w/c 16 January Citizenship & British Values (1 hour) Citizenship & British Values (1 hour) Citizenship & British Values (1 hour)
w/c 23 January Citizenship & British Values (1 hour) Citizenship & British Values (1 hour) Citizenship & British Values (1 hour)	w/c 30 January Media Influence (1 hour) Media Influence (1 hour) Media Influence (1 hour)	w/c 6 February Media Influence (1 hour) Media Influence (1 hour) Media Influence (1 hour)	w/c 13 February School holiday

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w/c 20 February	w/c 27 February	w/c 6 March	w/c 13 March
Social Issues (1 hour)	Social Issues (1 hour)	Social Issues (1 hour)	Internet Safety (1 hour)
Social Issues (1 hour)	Social Issues (1 hour)	Social Issues (1 hour)	Internet Safety (1 hour)
Social Issues (1 hour)	Social Issues (1 hour)	Social Issues (1 hour)	Internet Safety (1 hour)
			Internet Safety (1 hour)
w/c 20 March	w/c 27 March	w/c 3 April	w/c 10 April
Kindness and anti-bullying (1 hour)	Kindness and anti-bullying (1 hour)	Your own topic (1 hour)	School holiday
Kindness and anti-bullying (1 hour)	Kindness and anti-bullying (1 hour)		
Kindness and anti-bullying (1 hour)	Kindness and anti-bullying (1 hour)		

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w/c 17 April School holiday	w/c 24 April Financial Capability (1 hour) Financial Capability (1 hour) Financial Capability (1 hour)	w/c 1 May Financial Capability (1 hour) Financial Capability (1 hour) Financial Capability (1 hour)	w/c 8 May All About Me (1 hour) All About Me (1 hour) Personal Responsibility (1 hour) Personal Responsibility (1 hour)
w/c 15 May All About Me (1 hour) All About Me (1 hour) Personal Responsibility (1 hour) Personal Responsibility (1 hour)	w/c 22 May Your own topic (1 hour)	w/c 29 May School holiday	w/c 5 June All About Me (1 hour) All About Me (1 hour) Growing Up (1 hour) Growing Up (1 hour)

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w/c 12 June	w/c 19 June	w/c 26 June	w/c 3 July
All About Me (1 hour)	All About Me (1 hour)	All About Me (1 hour)	Your own topic (1 hour)
All About Me (1 hour)	All About Me (1 hour)	All About Me (1 hour)	
Growing Up (1 hour)	Growing Up (1 hour)	Growing Up (1 hour)	
Growing Up (1 hour)	Growing Up (1 hour)	Growing Up (1 hour)	
w/c 10 July	w/c 17 July		
Your own topic (1 hour)	Your own topic (1 hour)		

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