

The Flying Bull Academy

Policy for Sex and Relationships (SRE)

POLICY UNDER REVIEW – Amendments made to Appendices

Rationale

At Flying Bull Primary and Nursery School, we believe that Sex Education is the entitlement of each pupil and we are committed to delivering it within the context of a broad and balanced programme of health education.

As a school we want to equip our pupils with the relevant knowledge, skills and attitudes to develop the self-confidence and self-esteem to ensure they do not engage in early sexual activity. Effective sex and relationships education is an important contributory factor in the reduction of under-18 conception rates.

Aims

At FBPNs, Sex and Relationship Education will reflect the school ethos and demonstrate and encourage the following:

- Knowledge and understanding of biological facts and the reproductive process
- Pupils ability to develop caring attitudes towards themselves and others; to foster self-esteem, self-awareness and a sense of moral responsibility
- Value of stable family life of different shapes and sizes, strong mutually supportive relationships, including marriage, civil partnerships and the responsibility of parenthood
- Openness and better communication about sexual matters
- Combat ignorance and increase understanding
- Exploration of values and moral issues, and the development of decision-making skills
- Knowledge of the human body, human growth and development including puberty, families, parenting and life cycles, safety and child protection and helping agencies

Content

SRE is taught through the National Science Curriculum, PSHCE lessons and Assemblies.

The programme of Sex Education is planned according to the pupils' age group, their level of maturity, cultural background and SEN.

In Year 6, pupils receive formal sex education. School staff deliver it to girls and boys ensuring it culturally appropriate for all. All questions, where appropriate, will be answered honestly with sensitivity. Care needs to be exercised by staff when responding to pupils explicit questions. Staff will not offer pupils one to one advice on contraception or sexual behaviour.

Parents and carers are informed before SRE takes place and are invited to look at any resources to be used in teaching and learning and meet with staff to enable them to raise questions. Parents and carers have the right to withdraw their child from all or part of SRE outside the National Curriculum for Science and can do so by contacting the Head teacher.

Faiths and Cultural Perspectives in SRE

The school believes that all young people in the school have an entitlement to SRE. SRE is sensitive to the range of different faiths and cultures in the school. The school will ensure consultation with parents and carers.

Monitoring and Evaluation

The SRE programme is part of the PSHCE curriculum and Science curriculum and is monitored by the Science and PSHCE Leader accordingly.

Sex and Relationship Guidelines for staff:

The programme in school must:

- Use suitable teaching methods including teaching through the Science National Curriculum
 - Have an early primary years focus on education about relationships with focus on friendship, bullying and the building of self-esteem
 - Reflect parents' and carers wishes and the culture of the community the school serves
 - Use materials which parents and carers have had the opportunity to view
 - Understand that sensitive issues should be covered by schools policy
 - Help pupils learn reasons for and the benefits to be gained from delaying sexual activities
 - In the Transition year before moving onto secondary school supports pupils' on-going emotional and physical development effectively
- a) Changes in the body related to puberty, such as periods, voice breaking
 - b) When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these
 - c) How a baby is conceived and born

RELATIONSHIPS

- In context of relationships children should be taught about the strong mutually supportive relationships including marriage and their importance for family life and bringing up children, therefore children learn that stable relationships are key building blocks of community and society
- Not just physical, but feelings, relationships and values
- Help people to respect themselves and others and understand difference
- BE SENSITIVE so as not to stigmatise

FOCUS ON BOYS AND YOUNG MEN AS WELL AS GIRLS AND YOUNG WOMEN

- Boys are less likely to talk to their parents and carers about sex and relationships
- Try to engage boys as well as girls – single sex groups may be particularly important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups

ETHNICITY

- Research has shown that children from black and other minority ethnic groups are less likely to talk to their parents and carers about sex and relationships
- CULTURALLY appropriate / INCLUSIVE FOR ALL

SEXUAL IDENTITY AND SEXUAL ORIENTATION

- Needs of all pupils should be met – must be relevant to them and sensitive to their needs
- Teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support – there should be no direct promotion of sexual orientation.
- Liaise with parents and carers to allay fears over teaching of sexual orientation
- Schools must address homophobic bullying

SEN

- All pupils with SEN must be included in sex and relationship differentiated lessons
- Pupils with SEN can be more open to abuse and exploitation and confused about what is acceptable public behaviour

Policy Reviewed: March 2013

Policy Review: March 2014

| PSHCE – Relationships and Sex Education | |
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| Year Group | Area of Learning |
| Reception | <ul style="list-style-type: none"> • Keeping ourselves clean and understand why hygiene is important • Routines and patterns of a typical day • Recognise that all families are different |
| Year 1 | <ul style="list-style-type: none"> • The importance of personal hygiene and some basic hygiene principles • Introduce the concept of growing and changing • Explore different types of families and consider people who look after them • Explore who to go to if a child is worried and how to attract their attention |
| Year 2 | <ul style="list-style-type: none"> • Identify similarities and differences between males and females • Introduce the concept of recognising and challenging gender stereotypes (Equalities Act 2010) • Explore some of the differences between males and females and to • understand how this is part of the lifecycle • Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls |
| Year 3 | <ul style="list-style-type: none"> • Explore the differences between males and females and to name the • body parts • Judge what kind of physical contact is acceptable or unacceptable and how to respond • Explore different types of families and consider people who look after them • Recognise when and how to ask for help |
| Year 4 | <ul style="list-style-type: none"> • Explore the human lifecycle • Begin to understand how their body will change as they approach & move through puberty and how this is linked to reproduction |
| Year 5 | <ul style="list-style-type: none"> • Deepen their understanding of how their body will and emotions may change as they approach and move through puberty <p>Unit 1 Growing Up/Physical Changes Video: "Am I the same as everyone else?" Quiz: "What changes do boys and girls go through at puberty?"</p> <p>Unit 1 Growing Up/Emotional Changes Video: "Feeling Positive" Video: "Crushes"</p> <p>Unit 4: Family Life/Different Family Patterns Video: "Have you ever felt like this?"</p> <ul style="list-style-type: none"> • Explore the impact of puberty on the body & the importance of Hygiene <p>Unit 1 Growing Up/Physical Changes Video: "How does my body change at puberty?" Video: "What is a period?" Video: "Talking about periods"</p> |

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| | <p>Video: "Talking about wet dreams" (Use as introduction to wet dreams)</p> <p>Exercise: "What is a wet dream?"</p> <p>Video: "Keeping clean"</p> <ul style="list-style-type: none"> • Explore ways to get support during puberty |
| <p>Year 6</p> | <ul style="list-style-type: none"> • Learn about human reproduction including conception and pregnancy (and that this can be prevented) <p><u>Unit 2: Cycle of Life/Sexual Reproduction</u></p> <p>Video: "Puberty and sex"</p> <p>Video: "How a baby grows: the inside story"</p> <p>Exercise: "Sexual Reproduction words"</p> <p>Quiz: "Reproduction Quiz"</p> <p><u>Unit 2: Cycle of Life/Sexuality</u></p> <p>Audio: "Sexual Feelings"</p> <ul style="list-style-type: none"> • Consider physical & emotional behaviour in relationships <p><u>Unit 4: Family Life/Different Family Patterns</u></p> <p>Video: Have you ever felt like this?</p> <ul style="list-style-type: none"> • Deepen their understanding of what constitutes a positive, healthy relationship including communicating in a relationship |

PSHCE – Relationships and Sex Education - Vocabulary

| <u>Year Group</u> | <u>Vocabulary</u> |
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| Reception | Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad. |
| Year 1 | Boy, girl, gender, penis, testicles, vulva, vagina, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, (un)comfortable feeling, clean, similar, different, family, male, female, private parts. |
| Year 2 | Boy, girl, gender, penis, testicles, vulva, vagina, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling, similar, different, sex, gender roles, stereotypes, male, female, private parts, |
| Year 3 | Change, grow, mature, feelings, emotions, excited, worried, reproductive organs, sperm, egg, stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship. |
| Year 4 | Puberty, change, lifecycle, reproduction, physical, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, sperm, egg, penis, testicles, vagina, womb, pubic hair, emotional feelings. |
| Year 5 | Puberty, physical changes, emotional changes, moods, sexual feelings, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, womb, penis, testicles, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, spots, pubic hair, facial hair, underarm air, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon. |
| Year 6 | Puberty, physical changes, emotional changes, moods, sexual feelings, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, womb, penis, testicles, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, spots, pubic hair, facial hair, underarm air, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, sexual intercourse, conception, fertilisation, embryo, pregnant, birth, baby, twins, contraception, condom, consent, wet dream, masturbation, sweat, body odour, sanitary towel, tampon, fostering, adoption, relationship, friendship, love, intimacy, communication, personal/private information, internet safety. |