



***SEX AND RELATIONSHIPS
EDUCATION POLICY
2017-20***

Avenue Junior School Sex & Relationships Education Policy

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Avenue Junior School Sex & Relationships Education Policy

1. Introduction

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The policy is accessible to all of these groups and presented in a way that is easy to understand.

Other related policies and documents include the PSHE & Citizenship policy, Ready to Learn: Positive Behaviour and Discipline Policy, Anti-Bullying Policy, Drug Education and Drug Related Incidents Policy, E Safety Policy, Safeguarding Policy incorporating Child Protection and Equalities Policy.

2. What is SRE?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing (Sex Education Forum, 2000).

Although the statutory element of SRE is still minimal at KS1 and KS2 at present, increasingly the consensus amongst key stakeholders is that it is a crucial part of a school providing outstanding PSHE provision. The governors of Avenue Junior School have made the decision that SRE should be an integral part of our PSHE curriculum.

3. Moral and Values Framework

The SRE programme at Avenue Junior School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

4. Aims and Objectives

The principle aims of the school in Sex & Relationships Education are:

- ◆ to enhance self-esteem and recognise wide physical differences as normal
- ◆ to promote positive attitudes to the human body and body functions
- ◆ to promote confidence and competence in personal relationships
- ◆ to develop a basic understanding and knowledge of reproduction, growth and development
- ◆ to promote an understanding of reproduction, growth and development

- ◆ to promote an understanding of the role of families and the needs of the young
- ◆ to develop skills to avoid exploitation and abuse
- ◆ to develop a positive attitude to caring relationships
- ◆ to maintain personal health and hygiene
- ◆ to develop understanding, awareness and the ability to cope with the changing emotions, moods and feelings of self and others.
- ◆ to develop an appropriate vocabulary to discuss all of these.

5. Teaching and Learning

We have planned our Sex and Relationships education provision with reference to best practice and following the advice and guidance of the government, PSHE Association, Sex Education Forum and Stonewall.

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Avenue Junior School the *main* content is delivered in PSHE lessons in the Spring term to all years. This ensures a coherent spiral curriculum.

We believe it is essential to help our young people develop confidence in talking, listening and thinking about sex and relationships, so we aim to use informal and interactive teaching strategies within a safe and secure learning environment.

Teaching will be delivered by the class teacher whose knowledge of individual pupils will enable sensitive handling of this subject.

Most teaching will take place in mixed sex class groups, with additional opportunity for single sex or individual discussions if the teacher considers this to be necessary and/or appropriate. Teachers will be supported by appropriate training and support.

6. Content

Through the Science Curriculum children will be taught

- ◆ that the life processes common to humans and other animals include nutrition, growth and reproduction
- ◆ about the main stages of the human life cycle.

The main content of the SRE programme will be taught during the Spring term when each year group has a half term of SRE lessons (see appendix 1 for further details).

In addition many of the emotional and social aspects of growing up are covered during the children's PATHS lessons. Amongst other things the children learn to express their opinions about relationships and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves

and try to balance the stresses in life in order to promote their own mental health and well-being of others.

7. Involvement of outside speakers

Visits will be carefully planned by both visitor and class teacher to ensure that their contribution is integral to the programme of learning, and the class teacher will be present at all times. All input to lessons are part of a planned programme and negotiated and agreed with stakeholders in advance;

Visitors will be aware of our school policy for Sex & Relationships Education, ensuring that their contribution is in accordance with our policy.

Visitors will be aware of the school's policy for dealing with disclosure and confidentiality issues. Pupils will be adequately prepared for any visits.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

8. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

The school has made a commitment to ensuring the whole school community recognises, respects and celebrates all the families structures reflected in our society. This commitment is reflected in the content and resources included in the SRE programme.

9. Specific Issues within SRE

(i) Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to deliver SRE to their children at home.

(ii) Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

(iii) Child Protection

The school has a separate Safeguarding incorporating Child Protection Policy. SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

(iv) Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

(v) Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

(vi) Sexual Identity and Sexual Orientation

Avenue Junior School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

10. Dissemination

All staff members and governors receive a copy of the SRE policy. Training is regularly delivered to staff on the policy content. The policy is available on the website or copies can be obtained from the school office on request from parents. A short summary of the policy is included in the school prospectus.

11. Review and Assessment

The policy is reviewed every three years. The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils to inform this review.

APPENDIX 1:

SEX & RELATIONSHIP EDUCATION: YEAR 3

Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
<p>Lesson 1: Gender stereotypes</p> <p>Learning Intention</p> <p>To explore the concept of gender stereotypes</p> <p>Learning Outcomes</p> <p>To understand that some people have fixed ideas about boys and girls</p> <p>To describe the difference between male and female babies</p>	<p>PSHE & Citizenship Framework</p> <p>1a To talk and write about their opinions and explain their views</p> <p>4e To recognise and challenge stereotypes</p>	<p>Year 2, Lesson 1, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>
<p>Lesson 2: Differences; Males and Females</p> <p>Learning Intention</p> <p>To recognise the difference between males and females including body parts.</p> <p>Learning Outcomes</p> <p>Identify the differences between males and females</p> <p>Name male and female</p>	<p>PSHE & Citizenship Framework</p> <p>3c, about how the body changes as they approach puberty.</p> <p>National Curriculum Science</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals.</p>	<p>Watch and discuss: Channel 4 Learning; Living and Growing Unit 1, Differences, Chapters 2 and 3</p> <p>Then: Year 3, Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>

body parts using agreed words.		
<p>Lesson 3: Family differences</p> <p>Learning Intention</p> <p>To recognise that families are different and to challenge stereotypes about families.</p> <p>Learning Outcomes</p> <p>To know that all families are different and have different family members.</p> <p>Understand that people sometimes have stereotypes (fixed ideas) about families.</p>	<p>PSHE & Citizenship Framework</p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families.</p> <p>4e to recognise and challenge stereotypes,</p>	<p>Year 3, Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p> <p>Supplementary resources: The Family Book, Todd Parr</p> <p>Who's in a Family? Robert Skutch</p> <p>Nutmeg Gets a Little Sister, Judith Foxon</p> <p>Happy Families, Allan Ahlberg</p> <p>Spark Learns to Fly, Judith Foxon</p>
<p>Lesson 4: Caring for babies and children</p> <p>Learning Intention</p> <p>To begin to understand how having a new-born baby can affect people's lives and families</p> <p>Learning Outcomes</p> <p>To know what is involved in looking after a baby</p> <p>To describe the changes having a new baby in the family can bring</p>	<p>PSHE & Citizenship Framework</p> <p>5i Preparing for change</p> <p>National Curriculum Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>2f, about the main stages of the human life cycle.</p>	<p>AJS lesson plan Y3, L4: Caring for babies and children</p>

SEX & RELATIONSHIP EDUCATION: YEAR 4

Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
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<p>Lesson 1: Growing and Changing</p> <p>Learning Intention</p> <p>To understand the human life cycle and how the body changes.</p> <p>Learning Outcomes</p> <p>Describe the main stages of the human life cycle.</p> <p>Describe the body changes that happen when a child grows up.</p>	<p>PSHE & Citizenship Framework</p> <p>3c, learn about how the body changes as children approach puberty.</p> <p>National Curriculum Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>2f, about the main stages of the human life cycle.</p>	<p>Year 4, Lesson 1, Teaching SRE with Confidence , The Christopher Winter Project. www.tcwp.co.uk</p>
<p>Lesson 2: Body Changes and Reproduction</p> <p>Learning Intention</p> <p>To identify some basic facts about puberty, reproduction and pregnancy</p> <p>Learning Outcomes</p> <p>Know that during puberty the body changes from a child into a young adult.</p> <p>Understand why the body changes in puberty Identify some basic facts about pregnancy.</p>	<p>PSHE & Citizenship Framework</p> <p>3c, 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way.</p> <p>National Curriculum Science 2f,</p>	<p>Watch and discuss: Channel 4 Learning; Living and Growing Unit 1, Programme 2, How did I get here?</p> <p>Then: Year 4, Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p> <p>Supplementary resources: Tell Me Again About The Night I Was Born, Jamie Lee Curtis.</p> <p>Happy Families, Allan Ahlberg</p> <p>The Family Book, Todd Parr</p> <p>Who's in a Family, Robert Skutch</p>
<p>Lesson 3: What Is Puberty?</p> <p>Learning Intention</p>	<p>PSHE & Citizenship Framework</p> <p>3c, 1d,</p>	<p>Year 4, Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>

<p>To learn about the physical changes associated with puberty.</p> <p>Learning outcomes</p> <p>Know the physical changes that happen in puberty.</p> <p>Know that each person experiences puberty differently.</p>	<p>National Curriculum Science 2f,</p>	<p>Supplementary resources: Hair in Funny Places, Babette Cole</p>
<p>Lesson 4: Gender roles and stereotyping</p> <p>Learning Intention</p> <p>To consider gender stereotyping and sexuality.</p> <p>Learning Outcomes</p> <p>Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture.</p> <p>Recognise and challenge gender stereotypes.</p> <p>Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour.</p>	<p>PSHE & Citizenship Framework</p> <p>1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society.</p> <p>2k, To explore how the media present information.</p> <p>4e, To recognise and challenge stereotypes.</p> <p>4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability.</p>	<p>AJS lesson plan Y4, L4: Gender roles and stereotyping</p>

SEX & RELATIONSHIP EDUCATION: YEAR 5

Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
<p>Lesson One: Talking About Puberty</p> <p>Learning Intention</p>	<p>PSHE & Citizenship Framework</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal</p>	<p>Year 5, Lesson 1, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>

<p>To explore the emotional and physical changes that occur during puberty.</p> <p>Learning Outcomes</p> <p>Explain the main physical and emotional changes that happen during puberty.</p> <p>Ask questions about puberty with confidence.</p>	<p>with their feelings towards themselves, their families and others in a positive way.</p> <p>3c, learn about how the body changes as children approach puberty.</p> <p>National Curriculum Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>2f, about the main stages of the human life cycle.</p>	<p>Then watch and discuss: Living and Growing, Unit 2, Programme 4, Changes DVD from Channel 4 Learning.</p>
<p>Lesson Two: Puberty and Hygiene</p> <p>Learning Intention</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene.</p> <p>To explore ways to get support during puberty.</p> <p>Learning Outcomes</p> <p>Explain how to stay clean during puberty.</p> <p>Describe how emotions change during puberty.</p> <p>Demonstrate how to seek help and support during puberty.</p>	<p>PSHE & Citizenship Framework</p> <p>3c learn about how the body changes as children approach puberty.</p> <p>National Curriculum Science</p> <p>2f, about the main stages of the human life cycle.</p>	<p>Year 5, Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>
<p>Lesson Three: Male and female changes during puberty</p> <p>Learning Intention</p>	<p>PSHE & Citizenship Framework</p> <p>3c learn about how the body changes as children approach puberty.</p>	<p>Year 5, Lesson 3, part 1, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>

<p>To understand in more detail the changes that happen to people's bodies during puberty.</p> <p>Learning Outcomes</p> <p>Explain and ask questions about menstruation and wet dreams.</p> <p>Describe how to manage periods and wet dreams.</p>	<p>National Curriculum Science</p> <p>2f, about the main stages of the human life cycle.</p>	
<p><i>For lesson four the year group to be split into two groups – boys and girls. However children to be given an opportunity to discretely let their teacher know if they would like to be with a group different to their gender assigned at birth.</i></p>		
<p>Lesson Four: Additional menstruation education</p> <p>Learning Intention</p> <p>To explore in menstruation issues in detail</p> <p>Learning Outcomes</p> <p>Understand why girls and women have periods.</p> <p>Know and discuss how to manage periods</p>	<p>PSHE & Citizenship Framework</p> <p>3c, learn about how the body changes as children approach puberty.</p> <p>National Curriculum Science</p> <p>2f, about the main stages of the human life cycle.</p>	<p>Year 5, Lesson 3, Additional activities, Teaching SRE with Confidence, The Christopher Winter Project.</p> <p>www.tcwp.co.uk</p>
<p>Lesson Five: Body image and the media</p> <p>Learning Intention</p> <p>To identify different ways that the media present beauty</p> <p>Learning Outcomes</p>	<p>PSHE & Citizenship Framework</p> <p>1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>1b to recognise their worth as individuals by identifying positive things about themselves.</p>	<p>AJS lesson plan Y5, L4: Body image and the media</p>

<p>To discuss societal pressure to look and be a certain way.</p> <p>To scrutinize and question media representations of what is desirable.</p> <p>To understand culture and society shape what we think is desirable.</p>	<p>2k to explore how the media present information.</p>	
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SEX & RELATIONSHIP EDUCATION: YEAR 6

Learning Intentions and Outcomes	End of Key Stage Statements	Suggested Resources
<p>Lesson 1: Puberty & reproduction</p> <p>Learning Intention</p> <p>To consider puberty and reproduction</p> <p>Learning Outcomes</p> <p>To describe how and why the body changes during puberty in preparation for reproduction</p> <p>To talk about puberty and reproduction with confidence</p>	<p>PSHE & Citizenship Framework</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way.</p> <p>3c, learn about how the body changes as children approach puberty.</p> <p>5i prepare for change.</p> <p>National Curriculum Science</p> <p>1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>2f, about the main stages of the human life cycle.</p>	<p>Year 6, Lesson 1, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>

<p>Lesson 2: Conception & pregnancy</p> <p>Learning Intention</p> <p>To explore the process of conception and pregnancy.</p> <p>Learning Outcomes</p> <p>To describe the decisions that have to be made before having a bay</p> <p>To know some basic facts about conception and pregnancy</p>	<p>PSHE & Citizenship Framework</p> <p>3c learn about how the body changes as children approach puberty.</p> <p>National Curriculum Science</p> <p>2f about the main stages of the human life cycle.</p>	<p>Year 6, Lesson 3, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p>
<p>Lesson 3: Understanding relationships</p> <p>Learning Intention</p> <p>To consider physical and emotional behaviour in relationships</p> <p>To consider the dangers around the use of technology and social media</p> <p>Learning Outcomes</p> <p>To discuss different types of adult relationships with confidence</p> <p>To know what form of touching is appropriate in relationships</p> <p>To understand how to stay safe and signpost any concerns when using technology</p>	<p>PSHE & Citizenship Framework</p> <p>3c learn about how the body changes as children approach puberty.</p> <p>National Curriculum Science</p> <p>2f about the main stages of the human life cycle.</p> <p>Computing Scheme of work – E Safety</p>	<p>Year 6, Lesson 2, Teaching SRE with Confidence, The Christopher Winter Project. www.tcwp.co.uk</p> <p>E Safety lessons/ assemblies including outside speakers – police re sexting/images</p>

<p>Lesson 4: Sexually transmitted infections</p> <p>Learning Intention</p> <p>To be aware of some sexually transmitted infections</p> <p>Learning Outcomes</p> <p>To know that there are some infections that can pass from one person to another when they have sex.</p> <p>To consider some of the issues surrounding STIs</p>	<p>PSHE & Citizenship Framework</p> <p>3b that bacteria and viruses can affect health</p> <p>3e to recognise the different risks in different situations and then decide how to behave responsibly</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources</p> <p>4g where individuals, families and groups can get help and support.</p>	<p>Sex & Relationships Education for Key Stage 2 Norfolk Healthy Schools <i>Sexually Transmitted Infections</i> Pages 175-177</p>
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