



The Giles Junior School

Our Mission:

- To live life proactively
- To care for self and others
- To nurture learning for a lifetime

Sex Education and Relationship Policy

This is a statutory policy

Purpose

A key aim of the school is that each pupil will develop the skills and knowledge to make the best decisions for themselves. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education each year so that they can decide whether or not to withdraw their child.

Who was consulted?

All staff and Governors were consulted about this policy. The schemes of work were used to help write the policy, (see appendix 1 and 2).

Relationship to other policies

Sex education forms an integral part of the curriculum policy, and the schemes of work for science, and personal, social, and health education (PSHE), and relates to child protection.

Roles and responsibilities of Head Teacher, other staff, governors

The **governing body** will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- seek the advice of the Head Teacher on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of **marriage or a committed relationship**.

The **Head Teacher** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage or a committed relationship.
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed by the Governors in consultation with the subject leader and implemented
- parents are informed about the programme for sex education each year

Staff who teach Sex and Relationships Education (SRE) are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Head Teacher any materials which they consider to be inappropriate
- send out the scheme of work with a consent letter, prior to teaching
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Links to Sex Education in the National Curriculum**Within Science, pupils should be taught:****Year 1**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2

Notice that animals, including humans, have offspring which grow into adults

Years 3 and 4

No links made.

Year 5

Describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. They should learn about the changes in puberty (non- statutory).

Year 6

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents' Right to Withdraw Their Child

Parents and carers have the right to withdraw their child from some, or all, SRE lessons but not from statutory science lessons.

If parents/carers are considering this, we recommend that they discuss it first with their child and then with a senior member of staff at school. We are more than happy for parents/carers to view the materials before they make a decision. Materials can be obtained from the school office on request.

Menstruation /Puberty Talk

During Year 5, the girls and their parents are invited into school (parental consent required) and the Head Teacher and School Nurse introduce the subject of puberty and menstruation. The talk explains the factual side of menstruation and the need for hygiene. The Head Teacher will talk about what happens if girls start their periods whilst at Giles. The talk will include video clips from the Living and Growing DVD 'Girl Talk'.

Arrangements for monitoring and evaluation

The Head Teacher will provide a report to the Curriculum and General Purposes committee on the implementation of the scheme of work once each year, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.

Date for review

January 2016

Distribution:-

A copy of this policy will be available to:-

- a) all school governors
- b) all teaching staff
- c) all School Office staff
- d) all Parents (on request).

Approved: Date:

Appendix 1

key stage 2: year 3 differences and stereotypes		Word Box	
Scheme of Work		year 3	
<p>end of key stage statements</p> <p>PSHE Framework</p> <p>1b to recognise their worth as individuals</p> <p>4e to recognise and challenge stereotypes,</p> <p>3c how the body changes as they approach puberty</p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families</p>	<p>learning outcomes</p> <p>Understand that males and females can do the same tasks and enjoy the same things</p> <p>Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p> <p>Identify the differences between males and females</p> <p>Name male and female body parts using agreed words</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>lesson title</p> <p>Lesson One: Challenging Gender Stereotypes</p> <p>Lesson Two: Differences: Males and Females</p> <p>Lesson Three: Family differences</p>	<p>resources</p> <ul style="list-style-type: none"> • Gender Photos • A story that challenges gender stereotypes: e.g. <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch <i>Happy Families</i>, Allan Ahlberg <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow • Men and women can ...Worksheet <ul style="list-style-type: none"> • Pictures of babies • Large PE Hoops • Hoop Labels • DVD: Living and growing, Unit 1, Programme 1 <i>Differences</i> • Body parts word cards • Body parts picture cards <p>Additional Activities</p> <ul style="list-style-type: none"> • Body parts worksheet <ul style="list-style-type: none"> • Stories about families e.g. Book – <i>Tell Me Again About The Night I Was Born</i> – Jamie Lee Curtis • Photos of families • Large pieces of paper <p>Additional Activities</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • <i>The Family Book</i>, Todd Parr • <i>Who's in a Family?</i> Robert Skutch • <i>Nutmeg Gets a Little Sister</i>, Judith Foxon • <i>Happy Families</i>, Allan Ahlberg • <i>Spark Learns to Fly</i>, Judith Foxon
<p>Follow Up Material</p> <p><i>It's Different for Me!</i> published by http://www.d2digital.co.uk/ (Publishing/Primary pp 58-59 <i>Double Trouble</i>) Living and Growing, Unit 2 Resource Book</p>			

key stage 2: year 4 growing up		Word Box	
Scheme of Work		year 4	
<p>end of key stage statements</p> <p>PSHE 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>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>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>Know that during puberty the body changes from a child into a young adult</p> <p>Understand why the body changes in puberty</p> <p>Identify some basic facts about pregnancy</p> <p>Know the physical changes that happen in puberty</p> <p>Know that each person experiences puberty differently</p>	<p>lesson title</p> <p>Lesson One: Growing and Changing</p> <p>Lesson Two: Body Changes and Reproduction</p> <p>Lesson Three: What is Puberty?</p>	<p>resources</p> <ul style="list-style-type: none"> • Lifecycle pictures • Lifecycle Word Cards • Lifecycle whiteboard summary • Babies and Children worksheet <ul style="list-style-type: none"> • Drawings from previous lesson • Life cycle pictures • DVD: Living and Growing Unit 1, Programme 2, <i>How did I get here?</i> • Our Bodies Worksheet <p>Additional Activities</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis. • <i>Happy Families</i>, Allan Ahlberg • <i>The Family Book</i>, Todd Parr • <i>Who's in a Family</i>, Robert Skutch <ul style="list-style-type: none"> • Book: <i>Hair in Funny Places</i>, Babette Cole • Body Changes Worksheet
<p>Follow Up Material</p> <p>Worksheet: Living and Growing Unit 1 Resource Book, p27 <i>What can we do?</i> and p37 <i>What can I do?</i> Channel 4. <i>It's Different for Me!</i>, The Care Programme, published by d2digital.co.uk</p>			

Appendix 2

key stage 2: year 5 puberty		Scheme of Work		Word Box
				Puberty, physical changes, emotional changes, emotions, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.
				The Christopher Winter Project
end of key stage statements	learning outcomes	lesson title	resources	
<p>PSHE 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>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>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p>	<p>Lesson One:</p> <p>Talking About Puberty</p>	<ul style="list-style-type: none"> DVD: Living and Growing, Unit 2, Programme 4, <i>Changes</i> Anonymous questions template Male and Female body pictures 	
	<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>Lesson Two:</p> <p>Puberty and Hygiene</p>	<ul style="list-style-type: none"> Kim's Game tray of items and a cloth to cover it Male and Female body pictures Kim's Game Teacher Guide Puberty Problem Page Problem Page Teacher Guide <p>Additional Activities</p> <ul style="list-style-type: none"> Puberty Bingo 	
	<p>Explain and ask questions about menstruation and wet dreams</p> <p>Describe how to manage periods and wet dreams</p>	<p>Lesson Three:</p> <p>Menstruation and Wet Dreams</p>	<ul style="list-style-type: none"> Pictures of male and female reproductive organs Menstrual cycle animation Puberty Card Game Puberty Card Game answers Puberty Card Game whiteboard summary Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) <p>Additional Activities</p> <ul style="list-style-type: none"> What is the Menstrual Cycle? Cards What is the Menstrual Cycle? whiteboard summary The Menstruation Card Game for Girls The Menstruation Card Game for Girls Answers Menstruation Card Game whiteboard summary 	
<p>Follow Up Material</p> <ul style="list-style-type: none"> QCA PSHE key stage 2, Sex and relationships education: Unit 5, how the body works and changes in puberty <i>Girl Talk: All the stuff your sister never told you</i>, Carol Weston pub's Harper Collins Living and Growing, Unit 3, pages 15, 18, 19, 24, 27, 28, 31 Living and Growing, Unit 3, video programme 7 www.kidshealth.org - animation of menstruation ACTIV Primary Software, <i>Science</i> Promethean: <i>UK resources, Science</i> 				

key stage 2: year 6 puberty and reproduction		Scheme of Work		Word Box
				Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy.
				The Christopher Winter Project
end of key stage statements	learning outcomes	lesson title	resources	
<p>PSHE Framework</p> <p>3c, learn about how the body changes as they approach puberty</p> <p>4c to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>National Curriculum Science</p> <p>1a, that the life processes common to humans and other animals includes nutrition, movement, growth and reproduction</p> <p>2f, about the main stages of the human life cycle</p>	<p>Describe how and why the body changes during puberty in preparation for reproduction.</p> <p>Talk about puberty and reproduction with confidence</p>	<p>Lesson One:</p> <p>Puberty and Reproduction</p>	<ul style="list-style-type: none"> Body Part cards Reproduction Question Sheet Reproduction Answer Cards Reproduction Whiteboard Summary <p>Additional Activities</p> <ul style="list-style-type: none"> Puberty Problem Page Puberty Problem Page Teacher Guide 	
	<p>Explain how babies are made</p> <p>Discuss different types of adult relationships with confidence</p>	<p>Lesson Two:</p> <p>Relationships and Reproduction</p>	<ul style="list-style-type: none"> DVD - Living and Growing, Unit 2, Programme 5, <i>'How Babies are Made'</i>. Relationship pictures 	
	<p>Describe the decisions that have to be made before having a baby</p> <p>Know some basic facts about pregnancy and conception</p>	<p>Lesson Three:</p> <p>Conception and Pregnancy</p>	<ul style="list-style-type: none"> How Does A Baby Start? cards How Does A Baby Start? Whiteboard Summary Anonymous Questions Pictures of male and female reproductive organs Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs) Conception and Pregnancy statements Conception and Pregnancy statements – answers <p>Additional Activities</p> <ul style="list-style-type: none"> Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers 	
<p>Follow Up Material</p> <ul style="list-style-type: none"> Living and Growing DVD and resource books, <i>Unit 2 & 3 Ch4</i> <i>The Primary School Sex and Relationships Education Pack</i>, Healthwise <i>Skills for the Primary School Child, Part 2, Section 2.5</i>, Tacade <i>Teaching and Learning about HIV</i>, Simon Blake & Paula Power, National Children's Bureau 				