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Lanesend Primary School

Sex and Relationships Policy

Statutory Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: September 2020 (Every 3 Years)
Reviewed By: Teaching and Learning Group

Lanesend Primary Sex and Relationships Policy

Introduction

The governors and staff of Lanesend Primary School have agreed the following policy and will ensure that it is made available to families. This updated policy has been developed in consultation with families and children.

Rationale

Sex and Relationships Education provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle.

Aims

We aim to offer a programme which recognises that the foundation of Sex and Relationships Education is the development of self esteem and positive relationships with others. Sex and Relationships Education is linked to the wider aspects of citizenship and PSHE curriculum and meets the Health and Safety Standard. We aim to promote the spiritual, moral, cultural, responsibilities and experiences of adult life.

Objectives

- To know that human beings develop at different rates
- To be a responsible digital citizen
- To know that we are all different and of equal value for which we must learn to take responsibility
- To know that we have feelings which affect others
- To know that babies have specific needs
- To be able to name all of the relevant parts of the human body used in reproduction
- To learn how to keep yourself safe
- To appreciate the ways in which people learn to live and work together
- To know about the human life cycle
- To develop an awareness of loving, caring, 'family' relationships
- Hygiene
- To understand consent and explore positive and negative ways of communicating in a relationship.

Content of the Relationship Curriculum

The Sex Relationship Curriculum will provide information which is easy to understand and relevant and appropriate to the age, maturity and circumstances of the children. The curriculum will promote the exploration and clarification of values and attitudes. Relationships education will be taught in topics which will be developed from year to year in greater depth.

Guidelines

- Sex relationships education is part of a whole school approach which should be planned and progressive within the health education of each child throughout their primary years.
- Acknowledgement should be made of the children's different starting points.
- The work should be integrated within the curriculum undertaken by the class teachers in conjunction with appropriate external agencies.
- The views of parents and governors will always be considered. Section 406 of the Education Act enables parents to withdraw children from sex education lessons apart from that on science national curriculum.

Healthy Lifestyles and Sensitive Issues Guidelines

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. These guidelines are designed to support teachers, assistants and parents to achieve this aim.

We will work with children enabling them to achieve healthy lifestyles and consider sensitive issues.

The following guidelines will be used when teachers plan units of work and the topics may be covered during Science, R.E, PSHE, or during Circle Time.

	Learning Intentions	Outcomes	PSHE focus	Science focus
Reception	To consider the routines and patterns of a typical child of reception age.	Understand some areas in which the children can look after themselves e.g. dressing and undressing.	Early Learning Goals-Prime Areas: Physical Development: Health and self-care. Physical Development: Health and self-care. Personal, Social and Emotional Development: Making Relationships.	
Words: Clean, smelly, flannel, dress, undress, sponge, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, sister, brother, grandma, grandad, stepmum, stepdad.	To understand why hygiene is important.	Explain why it is important to keep clean Understand some basic hygiene routines		
	To recognise that all families are different.	Identify different members of the family. Understand how members of a family can help each other.		
Year 1	To understand some basic hygiene principles.	Know how to keep clean and look after oneself.	PSHE Association Guidelines 2014 Health and Wellbeing: What is meant by a healthy lifestyle How to maintain a physical and emotional health and wellbeing. Relationships: How to develop and maintain a variety of relationships within a range of social/cultural contexts.	Science milestones: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Words: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina.	To introduce the concept of growing and changing.	Understand that babies become children and then adults. Know the differences between boy and girl babies.		
	To explore different types of families and who to ask for help.	Know there are different types of families. Know which people we can ask for help.		
Year 2	To introduce the concept of male and female and gender stereotypes. To identify differences between males and females.	Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies.	PSHE Association Guidelines 2014 Relationships: How to respect equality and diversity in relationships.	Science milestones: Notice that animals, including humans, have offspring which grow into adults.
Similar, different, sex, stereotypes, gender roles, boy, girl, male, female, private parts penis, vagina.	To explore some of the differences between males and females and to understand how this is part of the lifecycle.	Describe some differences between male and female animals. Understand that making a new life needs a male and a female.		
	To focus on sexual difference and name body parts.	Describe the physical differences between males and females. Name the male and female body parts.		

	Learning Intentions	Outcomes	PSHE focus	Science focus
Year 3	To explore the differences between males and females and to name the body parts.	Know some differences and similarities between males and females. Name male and female body parts using agreed words.	PSHE Association Guidelines 2014 Relationships: How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to develop and maintain a variety of relationships within a range of social/cultural contexts.	
Words: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship.	To consider touch and to know that a person has the right to say what they like and dislike.	Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.		
	To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for help and support.		
Year 4	To explore the human lifecycle.	Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up.	PSHE Association Guidelines 2014 Health and Wellbeing: About managing change such as puberty, transition and loss. How to manage risks to physical and emotional health and wellbeing.	Science milestones: Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).
Words: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.	To identify some basic facts about puberty.	Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty.		
	To explore how puberty is linked to reproduction.	Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce.		
Year 5	To explore the emotional and physical changes occurring in puberty.	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.	PSHE Association Guidelines 2014 Health and Wellbeing: About managing change such as puberty, transition and loss.	Science milestones: Describe the changes as humans develop to old age.

<p>Words: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, underarm, hair, facial hair, sexual feelings.</p>	<p>To understand male and female puberty changes in more detail.</p>	<p>Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes.</p>	<p>How to manage risks to physical and emotional health and wellbeing. To identify different influences on health and wellbeing.</p>
	<p>To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty.</p>	<p>Explain how to stay clean during puberty. Describe how emotions change during puberty. Know how to get help and support during puberty.</p>	

	Learning Intentions	Outcomes	PSHE focus	Science focus
Year 6	To consider puberty and reproduction.	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.	PSHE Association Guidelines 2014 Relationships: What is meant by a healthy lifestyle How to maintain physical and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing. Ways of keeping physically and emotionally safe. About managing change such as puberty, transition and loss. How to make informed decisions. How to make informed decisions about health and wellbeing and how to recognise help with this. How to respond in an emergency. To identify different influences on health and wellbeing. Relationships How to develop and maintain a variety of relationships within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky and negative relationships and ask for help. How to respect	Science milestones: Describe the life process of reproduction in some plants and animals.
Words: Womb, sperm, egg, conception, fertilization, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.	Consider physical & emotional behaviour in relationship.	Discuss different types of adult relationships with confidence. Know what form of touching is appropriate.		
	To explore the process of conception and pregnancy.	Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.		
	To explore positive and negative ways of communicating in a relationship.	To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.		

			equality and diversity in relationships.	
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Working with Parents

Under the Education Act 1993, children may be withdrawn by their parents from parts of the Sex Relationships Education programme that are outside the compulsory elements of the national Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. Parents are welcome to come into school at any time. Relationships education resources including any DVD/films to be shown to the children will be made available to parents who wish to see them. The onus is on parents to exclude not the school to seek permission.

Dealing with Specific Topics

Child Protection: Teachers will refer to the school policy and the council's child protection procedures and guidelines. The Child Protection officers are: Caroline Sice, Dave Cooper and Nicky Domoney.

Confidentiality: The limitations on confidentiality need to be made clear by teachers before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission.

Focussed Teaching

There will be specific delivery of SRE across the school at the beginning of every Autumn term during the schools community build fortnight.