



NEW BRIGHTON PRIMARY SCHOOL

SEX AND RELATIONSHIPS POLICY



New Brighton Primary School Sex & Relationships Education Policy

1 Introduction

- 1.1** We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of a stable and loving relationship for family life.. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

- 2.1** We teach children about:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - respect for their own bodies and the role of sexual activity as part of a committed, long-term, and loving relationship;
 - the importance of family life;
 - moral questions;
 - relationship issues;
 - respect for the views of other people;
 - sex abuse and what they should do if they are worried about any sexual matters.

3 Context

- 3.1** We teach sex education in the context of the school's aims and values framework:

Mission Statement

Providing an excellent education for all.

Embracing the partnership of children, parents and the local community.

Caring for everyone in a safe, secure and positive environment.

Sex and Relationships Policy

At New Brighton we aim to:

Provide a physically and emotionally safe and secure environment in which all children can experience success, leading to a lifelong enthusiasm for learning.

Ensure all pupils have equal opportunities to develop their confidence and self-esteem to his/her individual potential.

Enable children to interact successfully with peers and adults, developing respect and empathy.

Value and encourage partnership between all parents, carers, the wider community and the school recognising this as pivotal to a child's educational development.

Provide the opportunity for children to know about, enjoy and experience a healthy lifestyle and become environmentally aware.

Foster a social and economic sense of responsibility towards the society in which children live.

3.2 While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of stable family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies and should be aware of how to keep themselves safe;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 The National Healthy School Standard

4.1 We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- support all our teachers in their teaching of sex and relationships education;
- listen to the views of the children in our school regarding sex and relationships education;
- look positively at any local initiatives that support us in providing the best sex & relationships education teaching programme that we can devise.

5 Organisation

5.1 We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum using The Christopher Winter Project resources (see appendix for year group schemes of work):

CWP Curriculum Overview

year 1

year 4

year 2

year 5

year 3

year 6

Year 1 Growing and Caring for Ourselves

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

Year 2 Differences

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Differences: Male and Female**

Lesson 2: **Personal Space**

Lesson 3: **Family Differences**

Year 4 Growing Up

Lesson 1: **Growing and Changing**

Lesson 2: **Body Changes and Reproduction**

Lesson 3: **What is Puberty?**

Year 5 Puberty

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

Year 6 Puberty and Reproduction

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Relationships and Reproduction**

Lesson 3: **Conception and Pregnancy**

Year 1

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, body parts, penis, vagina

End of Key Stage Statements	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>PSHE Framework 3e, the names of the main parts of the body</p> <p>4d, that family and friends should care for each other</p> <p>4c, to identify and respect the differences and similarities between people</p> <p>National Curriculum Science Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>	<p>Learning Intention To understand some basic hygiene principles</p> <p>Learning Outcomes Know how to keep clean and look after oneself</p>	<p>Lesson 1 Keeping Clean</p>	<p>Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures</p>
	<p>Learning Intention To introduce the concept of growing and changing</p> <p>Learning Outcomes Know how people grow and change Understand that babies become children and then adults Know the differences between boy and girl babies</p>	<p>Lesson 2 Growing and Changing</p>	<p>Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary</p>
	<p>Learning Intention To explore different types of families and who to ask for help</p> <p>Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 Families and Care</p>	<p>Talking object Story bag - containing plaster and skipping rope Pictures of families <i>The Family Book</i>, Todd Parr</p> <p>Additional Activities Suggested reading: <i>Happy Families</i>, Allan Ahlberg <i>Who's in a Family?</i> Robert Skutch</p>

Year 2

Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body parts, penis, vagina

End of Key Stage Statements	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>PSHE Framework 3e, the names of the main parts of the body</p> <p>4d, that family and friends should care for each other</p> <p>4c, to identify and respect the differences and similarities between people</p> <p>National Curriculum Science Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>	<p>Learning Intention To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p>Learning Outcomes Talk about the ways boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p> <p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female</p> <p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the male and female body parts</p>	<p>Lesson 1 Differences: Boys & Girls</p> <p>Lesson 2 Differences: Male and Female</p> <p>Lesson 3 Naming the Body Parts</p>	<p>Resources 2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies</p> <p>Additional Activities Suggested reading: <i>Happy Families</i>, Allan Ahlberg, <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p> <p>Talking object DVD: Living & Growing, Unit 1, Programme 1, Differences www.channel4.com/learning Anatomically correct toy farm animals www.toysnfun.co.uk Cats and Kittens Worksheet</p> <p>2 large PE Hoops Hoop labels Body Parts picture cards Body Parts worksheet</p>

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption, relationship

End of Key Stage Statements

PSHE Framework
1b to recognise their worth as individuals
4e to recognise and challenge stereotypes
3c how the body changes as they approach puberty
3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
4c, be aware of different types of relationship, including marriage and those between friends and families
4g where individuals, families and groups can get help and support

Learning Intentions and Learning Outcomes

Learning Intention
To explore the differences between males and females and to name the body parts
Learning Outcomes
Know some differences and similarities between males and females
Name male and female body parts using agreed words

Learning Intention
To consider touch and to know that a person has the right to say what they like and dislike
Learning Outcomes
Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Learning Intention
To explore different types of families and who to go to for help and support
Learning Outcomes
Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson Title

Lesson 1
[Differences: Male and Female](#)

Lesson 2
[Personal Space](#)

Lesson 3
[Family Differences](#)

Resources

[Clothed Babies picture cards](#)
DVD: Living and Growing, Unit 1, Programme 1, www.channel4.com/learning
Differences
2 large PE Hoops
[Hoop labels](#)
[Body Parts picture cards](#)
Additional Activities
[Body Parts worksheet](#)
Lets Grow with Nisha and Joe, fpa
www.fpa.org.uk/Shop

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.
[Year 3 Problem Page](#)

[Pictures of families](#)
[Who can I talk to? worksheet](#)
The Family Book, Todd Parr
Additional Activities
Suggested reading:
Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch
Nutmeg Gets a Little Sister, Judith Foxon
Spark Learns to Fly, Judith Foxon

Year 4

Growing Up Key Stage 2

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, pregnancy, breasts, sperm, egg, pubic hair, emotions, feelings

End of Key Stage Statements

PSHE Framework
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

3c, learn about how the body changes as children approach puberty

National Curriculum
Science
1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction

2f, about the main stages of the human lifecycle

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle

Learning Outcomes
Describe the main stages of the human lifecycle
Describe the body changes that happen when a child grows up

Learning Intention
To identify some basic facts about puberty, reproduction and pregnancy

Learning Outcomes
Know that during puberty the body changes from a child into a young adult
Understand why the body changes during puberty
Identify some basic facts about pregnancy

Learning Intention
To learn about the physical changes associated with puberty

Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Know that each person experiences puberty differently

Lesson Title

Lesson 1
[Growing and Changing](#)

Lesson 2
[Body Changes and Reproduction](#)

Lesson 3
[What is Puberty?](#)

Resources

[Lifecycle pictures](#)
[Lifecycle word cards](#)
[Lifecycle whiteboard summary](#)
[Babies and Children worksheet](#)

[Lifecycle whiteboard summary](#)
DVD: Living and Growing Unit 1, Programme 2, *How did I get here*
www.channel4.com/learning
The Family Book, Todd Parr
[Our Bodies worksheet](#)

Additional Activities
Suggested reading:
Tell Me Again About The Night I Was Born, Jamie Lee Curtis.
Happy Families, Allan Ahlberg
Who's in a Family? Robert Skutch

Book: *Hair in Funny Places*, Babette Cole
[Body Changes worksheet](#)

Additional Activities
<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

End of Key Stage Statements

PSHE Framework 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
3c, learn about how the body changes as children approach puberty

National Curriculum Science

1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
2f, about the main stages of the human life cycle

Learning Intentions and Learning Outcomes

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty
Ask questions about puberty with confidence

Learning Intention

To understand male and female puberty changes in more detail

Learning Outcomes

Understand how puberty affects the body and the emotions
Describe how to manage physical and emotional changes

Learning Intention

To explore the impact of puberty on the body and the importance of physical hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to stay clean during puberty
Describe how emotions change during puberty
Know how to get help and support during puberty

Lesson Title

Lesson 1

[Talking About Puberty](#)

Resources

DVD: Living and Growing, Unit 2, Programme 4, Changes

www.channel4.com/learning

[Puberty Changes Teacher Guide](#)

[Pictures of male and female reproductive organs](#)

[Anonymous questions template](#)

Lesson 2

[Male and Female Changes](#)

[Pictures of male and female reproductive organs](#)

[Puberty Changes Teacher Guide](#)

Menstrual cycle animation

[Male pictures](#)

[Puberty Card Game](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs)

Selection of sanitary wear (tampons, sanitary towels, panty liners)

Anonymous questions from Lesson 1

Additional Activities

www.bbc.co.uk/science/humanbody

DVD: Living and Growing, Unit 3, Programme 8, Boy Talk Chapter 2

Programme 7, Girl Talk Chapter 3. www.channel4.com/learning

[What is the Menstrual Cycle? cards](#)

[What is the Menstrual Cycle? whiteboard summary](#)

[The Menstruation Card Game for Girls and Answers](#)

[Menstruation Card Game whiteboard summary](#)

Lesson 3

[Puberty and Hygiene](#)

Kim's Game items and a cloth to cover them

[Kim's Game Teacher Guide](#)

[Puberty Problem Page](#)

[Problem Page Teacher Guide](#)

Anonymous questions from Lesson 1

Additional Activities

[Puberty Bingo](#)

Puberty and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy.

End of Key Stage Statements	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>PSHE Framework 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 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>Learning Intention To consider puberty and reproduction</p> <p>Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>Lesson 1 Puberty and Reproduction</p>	<p>Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary</p> <p>Additional Activities Puberty Problem Page Puberty Problem Page Teacher Guide http://kidshealth.org/misc/movie/bodybasics/bodybasics_female_repro.html</p>
	<p>Learning Intention To consider reproduction in the context of relationships</p> <p>Learning Outcomes Discuss different types of adult relationships with confidence Explain how babies are made</p>	<p>Lesson 2 Relationships and Reproduction</p>	<p>DVD - Living and Growing, Unit 2, Programme 5, <i>How Babies are Made</i>. www.channel4.com/learning Relationship pictures</p>
	<p>Learning Intention To explore the process of conception and pregnancy</p> <p>Learning Outcomes Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>	<p>Lesson 3 Conception and Pregnancy</p>	<p>How Does A Baby Start? cards How Does A Baby Start? whiteboard summary Anonymous Questions from previous lesson</p> <p>Additional Activities Conception and Pregnancy statements Conception and Pregnancy statements – answers Conception and Pregnancy Quiz Conception and Pregnancy Quiz answers Pictures of male and female reproductive organs Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</p>

Sex and Relationships Policy

We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

- 5.2** In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 5.3** In science lessons within Key Stage 2, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 5.4** In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the school nurse about suitable teaching materials to use with our children in these lessons. Should we require further support we would seek advice from the LEA and Health Promoting Schools and would engage this approved support. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 5.5** We arrange a meeting for all parents and carers of children in Years 5 & 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. Parents of pupils with special needs will be contacted by telephone in addition to the note circulated to ensure that they are fully aware of this meeting and are able to judge the suitability of the materials for their child/ren. Parents can withdraw their child from these lessons if they wish to (paragraph 6.2). We hope this decision will be fully informed by the information and materials shared at this meeting.

6 The role of parents

6.1 The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationships education policy and practice via the V.L.E. (paper copies are also available via the school office);
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

6.2 Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. **The school always complies with the wishes of parents in this regard.**

7 The Role of Other Members of the Community

7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular members of the local Primary Care Trust such as the school Nurse.

8 Confidentiality

8.1 Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will listen to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher/ Designated teacher for Child Protection. The headteacher will then deal with the matter in consultation with health care professionals.(See also Child Protection Policy.)

9 The role of the headteacher

- 9.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 9.2** The headteacher liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 9.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1** The Curriculum Committee of the governing body monitors our sex education policy on a rolling programme. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Governors require the headteacher to make the scheme of work and relevant planning available, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

Signed:

Date: