



## **Sex and Relationships Policy**

### Rationale

At Poplar Farm, we believe that effective sex and relationship guidance is essential if children are to make responsible and well-informed decisions about their lives. The key objective of sex and relationships education is to help and support our children through their emotional, moral and physical development.

### **Introduction**

What is sex and relationship education?

It is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, including marriage, stable and loving relationships, respect, love and care. It has three main elements:

- Attitudes and values
  - Learning the importance of values and moral considerations.
  - Learning the value of family life, and stable and loving relationships.
  - Learning the value of love, respect and care.
  - Exploring, considering and understanding moral dilemmas.
  - Developing critical thinking as part of decision making.
  
- Personal and Social skills
  - Learning to manage emotions and relationships confidently and sensitively
  - Developing respect for others.
  - Learning to make informed choices
  - Developing an appreciation of the consequences of choices made.
  - Managing conflict
  
- Knowledge and Understanding
  - Learning and understanding physical development at appropriate stages
  - Understanding emotions and relationships.

### Provision of Sex and Relationships Education

At Poplar Farm Primary School, sex and relationship education is delivered in three ways:

#### 1) Science Subject Knowledge

##### Key Stage 1

- that animals including humans move, feed, grow, use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can produce offspring and these grow into adults;
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

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### Key Stage 2

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

### 2) Timetabling in Other Subjects

- PSHE lessons
- Circle time

### 3) Direct Teaching

In year 1, a series of 3 sessions are implemented which are led by school staff. The 3 sessions focus on:

- Keeping clean – basic washing and cleanliness
- Growing and changing – to know that people change and grow, to understand that babies become children and then adults, to know the difference between boy and girl babies
- Families and care – to know which people to ask for help, to know there are different types of families

Year 1 vocabulary includes:

- Clean
- Similar, different
- Family, boy, girl, male, female
- Body parts, penis, vagina

In year 2, a series of 3 sessions are implemented which are led by school staff. The 3 sessions focus on:

- Differences between boys and girls – describe the differences between boy and girl babies, to talk about similarities and differences between boys and girls in relation to gender stereotypes
- Differences between males and females – to describe differences between male and female animals
- Naming the body parts – to name the different body parts in simple terms

Year 2 vocabulary includes:

- Similar, different
- Sex, gender roles, stereotypes
- Boy, girl, male, female
- Body parts, penis, vagina

In year 3, a series of 3 sessions are implemented which are led by school staff. The 3 sessions focus on:

- Differences between males and females – name body parts and discuss similarities and differences
- Personal space – to talk about appropriate and inappropriate touch and to learn about personal space
- Family differences – to understand who to go to for support, to understand that families are different and have different members

Year 3 vocabulary includes:

- Stereotypes, gender roles, similar, different
- Male, female, body parts, penis, vagina
- Family, fostering, adoption, relationships

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In year 4, a series of 3 sessions are implemented which are led by school staff. The 3 sessions focus on:

- Growing and changing – to understand the human lifecycle and to describe the body changes that happen when a child grows up
- Body changes and reproduction – to understand basic facts about puberty, reproduction and pregnancy
- What is puberty? – to learn about the physical and emotional changes associated with puberty

Year 4 vocabulary includes:

- Womb, egg
- Sperm, contraception, pregnancy, sexual intercourse
- Twins, fostering, adoption
- Relationships, friendship, love, consent, intimacy

In year 5, a series of 3 sessions are implemented which are led by school staff. The 3 sessions focus on:

- Talking about puberty – to discuss the main physical and emotional changes that occur during puberty
- Male and female changes – to describe how to manage physical and emotional change
- Puberty and hygiene – to explain how to keep clean and to know how to get help and support during puberty

Year 5 vocabulary includes:

- 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

In years 5&6, a series of 5 sessions are implemented which focus on discussions and DVD programmes, led by school staff. The 5 sessions focus on:

[1] Changes: puberty for females

[2] Changes: puberty for males

[3] How babies are made

[4] How babies are born

[5] Handling relationships

- Puberty and reproduction in females - to describe how and why the body changes during puberty in preparation for reproduction
- Puberty and reproduction in males - to describe how and why the body changes during puberty in preparation for reproduction
- Relationships and reproduction - to explain how babies are made and the types of adult relationships
- Conception and pregnancy – to know some basic facts about pregnancy and conception. To describe the decisions that have to be made before having a baby
- How babies are born - to know how babies are born

Year 6 vocabulary includes:

- Womb, egg
- Sperm, contraception, pregnancy, sexual intercourse
- Twins, fostering, adoption
- Relationships, friendship, love, consent, intimacy

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### **Role of PSHE Leader**

#### Monitoring and Evaluation

The PSHE subject leader will monitor the quality of the sex and relationships education policy. The views of children will be sought following the implementation of the above sessions. The outcomes of monitoring activity will be used to inform policy development and future school improvement priorities.

#### Professional Development

Professional development needs in relation to the administration of this policy will be determined through discussion with the relevant staff. Following initial discussions, appropriate professional development will be sought in line with the Academy's Continuing Professional Development (CPD) Policy.

#### The Role of Parents

We believe that parents need to know that our sex and relationship education programme will complement, and support, their role as parents; therefore, the school will inform parents when sex and relationship education will take place. Parents are also informed of the content of the lessons and invited to view the materials that their children will be using via a parents meeting. Parental views are valuable and the views expressed regarding the school's policy on Sex and Relationships teaching will be taken into account during policy reviews.

Parents have the right to withdraw their children from all, or part of, the sex and relationship education provided at the school, except for, those parts included in the National Curriculum.

#### Role of Health Professionals

We value the role of the health professionals and work in liaison with the school nurse. She runs regular drop-in sessions, to which both children and parents are invited.

#### Special Educational Needs

All children are entitled to receive sex and relationship education in years 5 and 6. Teachers differentiate the work accordingly to meet the individual needs of children with SEN.

#### Confidentiality

Poplar Farm School believes that children cannot learn effectively if they are concerned, or frightened, about being abused or being the victims of violence in the home. All children have the right to expect Poplar Farm School to provide a safe and secure environment. We are aware that effective sex and relationships education, which brings an understanding of what, is, and what is not, acceptable in a relationship can lead to a disclosure of a child protection issue.

As a result, we aim to:

- reassure all children that their best interests will always be maintained;
- encourage children to talk to their parents or carers, and give them support to do so;
- ensure that children know that teachers cannot offer them unconditional confidentiality (see school Confidentiality Policy);
- reassure children that if confidentiality has to be broken, they will be informed first, and then supported as appropriate.

#### Links with Other Policies

Please see policies relating to:

- PSHE and Citizenship
- Confidentiality
- Behaviour and Discipline
- Anti-Bullying
- Drug Education

For further information, please read the below appendix 1

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**All policies are currently being ratified as appropriate by The Local Governing Body**



## **Appendix 1**

### Legal Obligations and Responsibilities

- a)** to learn the nature of marriage and its importance in family life and the bringing up of children
- b)** to be protected from teaching and materials which are inappropriate having regard to age and religious and cultural background of pupils concerned

Poplar Farm School's statement of policy must include a statement on the rights of parents to request their child be wholly or partly withdrawn from receiving sex education excluding the national Curriculum Orders.

### Websites that Support Curriculum Planning

- Wired for Health [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)
- National Grid for Learning [www.ngfl.gov.uk](http://www.ngfl.gov.uk)
- DfES PSHE and Citizenship [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)
- Sex Education Forum [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

### Primary Requirements

For Primary Schools, the SRE guidance:

- Recommends that schools have an SRE programme tailored to the age and the physical and emotional maturity of children and that all children should learn about the emotional and physical changes of puberty before onset;
- Requires schools to make a statement describing SRE both within the National Curriculum and outside it;
- States that SRE at primary level should contribute to the foundation of PSHE and Citizenship by ensuring that all children:
  - Develop confidence in talking, listening and thinking about feelings and relationships;
  - Are able to name parts of the body and describe how their bodies work;
  - Can protect themselves and ask for help and support;
  - Are prepared for puberty.

With this foundation, it is expected that children and young people will develop skills and confidence to enable positive discussion about sexuality and sex and relationships as they get older.