



PENPOL SCHOOL

Relationships and Sex Education

Reviewed: December 2018

Next Review Date: December 2019

Rationale

At Penpol Primary School , we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims:

At Penpol, the sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Legislation

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013

Organisation of the programme

The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations.

The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught

Content taught by year

Key Stage One

Year 2:

- **Pupils learn to understand and respect the differences and similarities between people**

Pupils:

- are able to define difference and similarity.
- understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that.

- **Pupils learn about the biological differences between male and female animals and their role in the life cycle**

Pupils:

- know that female mammals give birth and nurse their young
- can describe the biological differences between male and female
- understand that the creation of life requires a male and female

- **Pupils learn the biological differences between male and female children**

Pupils:

- identify and name biological terms for male and female sex parts.
- understand that the male and female sex parts are related to reproduction

- **Pupils learn that everybody needs to be cared for and ways in which they care for others**

Pupils:

- understand that we all have different needs and require different types of care
- identify ways we show care towards each other
- understand the links between needs, caring and changes throughout the life cycle

- **Pupils learn about growing from young to old and that they are growing and changing**

Pupils:

- can identify key stages in the human life cycle
- understand some ways they have changed since they were babies
- understand that all living things including humans start life as babies

- **Pupils learn about different types of family and how their home-life is special**

Pupils:

- can describe different types of family
- identify what is special and different about their home life
- understand families care for each other in a variety of ways

Key stage Two

Year 4 and 5:

- **Pupils learn about the way we grow and change throughout the human life cycle**

Pupils:

- can describe different types of family
- identify what is special and different about their home life
- understand families care for each other in a variety of ways

- **Pupils learn about the physical changes associated with puberty**

Pupils:

- are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults
- identify physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

- **Pupils learn about menstruation**

Pupils:

- can describe menstruation
- can explain effective methods for managing menstruation
- understand the relationship between the sex cells (sperm and ovum), menstruation

- **Pupils learn about the impact of puberty on physical hygiene and strategies for managing this**

Pupils:

- can explain how changes at puberty affect body hygiene
- can describe how to care for their bodies during puberty
- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

- **Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty**

Pupils:

- are able to describe how feelings and behaviour change during puberty
- can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

- **Pupils learn how strategies to deal with feelings in the context of relationships**

Pupils:

- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers

- **Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it**

Pupils:

- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

Year 6

- **Pupils learn about the changes that occur during puberty**

Pupils:

- can identify the physical, emotional and behavioural changes that occur during puberty for both males and females
- understand that puberty is individual and can occur any time between 8-17
- understand that body changes at puberty are a preparation for sexual maturity

- **Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact**

Pupils:

- understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture
- can recognise and challenge gender stereotypes
- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

- **Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships**

Pupils:

- can identify positive qualities and expectations from a variety of relationships
- can explain the similarities and differences between friendships and intimate relationships
- can describe that there are different types of intimate relationships, including marriage
- understand that sex or making love may be one part of an intimate relationship between adults

- **Pupils learn about human reproduction in the context of the human lifecycle**

Pupils:

- understand that sexuality is expressed in a variety of ways between consenting adults
- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception
- can name the male and female sex cells and reproductive organs

- **Pupils learn how a baby is made and grows (conception and pregnancy)**

Pupils:

- know the male and female body parts associated with conception and pregnancy
- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

- **Pupils learn about roles and responsibilities of carers and parents**

Pupils:

- can identify some of skills and qualities needed to be parent and carer
- understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children
- can recognise that both men and women can take on these roles and responsibilities

- **Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it**

Pupils:

- can answer their own questions about sex and relationships
- can use appropriate language to discuss sex and relationships and growing up with confidence
- can identify sources of information, support and advice for children and young people.

Training of staff

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the sex and relationship education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

Delivery of the programme

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's [Esafety policy](#). Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

Working with parents

At Penpol Primary School we understand that the teaching of some aspects of the programme may be of concern to parents/carers. The school will ensure that no teachers express their personal views or beliefs when delivering the programme. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in the [Science national curriculum](#).

Equal opportunities

Penpol Primary School understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Confidentiality

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers must, however, alert the Headteacher or Deputy Designated Officer about any suspicions of inappropriate behaviour or potential abuse as per the school's [Child Protection and Safeguarding Policy](#).

Bullying incidents

Penpol Primary School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents should be reported to a member of school staff, who will then deal with the matter in accordance with the [Behaviour for Learning Policy](#) and [Anti Bullying Policy](#).

Monitoring and review

This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator on an annual basis.

Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 1 – Science national curriculum

In accordance with the DfE’s ‘Sex and Relationship Education Guidance’ 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• 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 they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.