

Hightown Junior Infant and Nursery School

At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.

Relationships and Sex Education policy

Policy date:	January 2024	
Approved by & date	Full Governing Body	January 2024
Link school staff:	Charlotte Clark	
Link governor:	Kay Brennan	
Next review date	September 2026	

The aims of this policy are:

- To create a consistent approach throughout the school to Sex and Relationships education
- To define how the school fulfils its statutory duties regarding Sex and Relationships education.

Roles and Responsibilities

Governors

- To monitor and review the policy annually
- To include information in the school prospectus about Sex and Relationships Education (SRE)
- To ensure all staff, governors and parents are aware of the SRE policy
- To monitor implementation of the policy

Class Teachers

- To deliver the required programme of study of SRE for their year group (appendix 1 & 2)
- To ensure the agreed teaching approaches are adhered to
- To inform parents when teaching specific areas of SRE

PSHCE

Sex and relationship education is supported by our school's wider curriculum for Personal, Social, Health Education and Citizenship. This is taught by using the Social and Emotional Aspects of Learning (SEAL) scheme supplemented by books and guidance from Locala School nurse service.

The main themes are:

- Developing confidence and responsibility and making the most of pupil's abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting differences between people
- Developing confidence in talking, listening and thinking about feelings and relationships
- Children are able to name parts of the body and describe how their bodies work
- Children can protect themselves and ask for help and support
- Children are prepared for puberty

Requirements of the National Curriculum (appendix 1)

The requirements set out within National Curriculum Science at Key Stage 1 & 2 are that the children should learn:

- Year 1: To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Year 2: To notice that animals, including humans, have offspring which grow into adults

- Year 5: To explain the difference in the life cycles of a mammal, an amphibian, an insect and a bird; to describe the life process of reproduction in some plants and animals; to describe the changes as humans develop from birth to old age.

Scheme of Work

The school follows the Kirklees scheme of work. The overview is attached in appendix 2. This is supported by the Channel 4 Living and Growing DVD. A bank of resources suggested by the scheme of work has been purchased and these are stored securely. Ground rules are set for the classes when teaching Sex and Relationship Education.

Teaching Styles

- An atmosphere of respect is engendered as per our rights
- A question box is provided but teachers will not always answer the questions posed, some may be referred to parents
- Colloquial names for body parts are accepted in lessons initially but correct names are taught
- Generally Sex and Relationships Education is taught in mixed sex sessions however an initial single-sex session is used when teaching about puberty. A follow up mixed sex session is then held.
- Sessions are taught as far as possible by the usual class teacher.

Family involvement

Parents will be informed by teachers at the beginning of the term when the unit of Sex Education takes place.

Appendices

SRE references in new National Curriculum Science Key Stages 1 and 2 Appendix 1

Scheme of work overview

Year	Statutory	Non statutory (my italics)
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.	Pupils should have plenty of opportunities to learn the names of the main body parts (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	They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should

		not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Year 5	explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop from birth to old age.	Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and **sexual reproduction in animals.** Pupils should draw a timeline to indicate stages in the growth and development of humans. **They should learn about the changes experienced in puberty.** Pupils could work scientifically by comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows

SRE References in new National Curriculum Science Key Stages 1 & 2 – Appendix 1
Hightown JIN School scheme of work overview – Appendix 2

Year	Scheme of work overview
FS	**<u>Keeping safe</u>** This unit will further develop communication and collaborative skills. It will encourage the children to think about their rights as individuals and give them the opportunity to practice a number of protective skills. The children will examine why adults sometimes restrict their freedom to do what they want for reasons of safety. A number of activities will encourage discussion about the people who help them and what it means to trust someone. The unit will look at the consequences of hurting others and actions that can be taken to avoid this. The unit will be completed by an examination of good and bad secrets.
Year 1	**<u>Rights and Responsibilities</u>** **How I would like to be treated & how I should treat others.** In this unit children will think about the ways in which their actions and behaviour affect other children/adults around them. They will relate this to their class/school rules. They will also look at playing and working cooperatively.

Year 2	**Growing Up** This unit investigates the concept of how we change as we grow older, both physically and in terms of need. It begins by looking at the external parts of the human body and how we use our bodies in everyday activities. The unit then progresses to investigate how to look after our bodies in order to help us grow into fit, healthy and active adults. The changes that have already taken place from baby to child are examined and the possible changes that could happen leading into adulthood are addressed.
Year 3	**Friends and Friendship** In this unit the children will be given opportunities to develop the necessary skills to form and maintain relationships. They consider the different types of relationship and know that there are many different patterns of friendship. Through a range of activities the children will identify qualities of a good friend and know how friends can make them fell both happy and sad. They will know how to deal with friendship problems and identify ways to resolve conflict including considering differing points of view and showing care for others as well as for themselves.

Year 4	**Changing Bodies** **Changing emotional & physical needs** The children will acknowledge the changes that have occurred in their lives thus far, including physical changes, changes relating to responsibility and the acquisition of new skills. They will express positive things about themselves. They will recognise that further changes will occur and will understand more about these changes. They will appreciate that new experiences bring about changes in emotions. They will appreciate that they are able to express feelings in different ways and recognise that this has an impact on others. There will be a particular emphasis on different ways of loving and the importance of love and respect in relationships.
Year 5	**Puberty** This unit looks at the process of puberty but starts by examining growth and change in general. Children first look at how they have changed since they were born and then go on to identify changes that take place, as they grow older. The unit also looks at emotional development and the impact that puberty can have on social relationships.
Year 6	**Puberty** This unit follows on from the Year 5 Puberty unit of work. It looks at the process of puberty but starts by examining growth and change in general. It looks at the correct names for the reproductive organs. The unit also looks at human reproduction and birth.