



DUNKIRK PRIMARY SCHOOL

Sex and Relationships Education Policy

Ratification:	June 2019 update
Review:	Under Government Consultation
Review Committee:	Strategic Development Committee
Leader:	Heidi Hollis
Link Governor:	Maria Artingsoll

Child Protection named contact: Heidi Hollis (Head Teacher)

School Nurse: Located at Mary Potter Health Centre

Dunkirk Primary School in relation to Sex and Relationships Education

We are very aware of the needs of our multicultural and highly international community and are constantly consulting and listening to the 'parent/carer' and 'pupil' voice. Therefore we welcome feedback from parents and children so that we can constantly review and improve our provision. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The Role of the Headteacher

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. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Aims

The objective of SRE is to compliment the ethos of Dunkirk Primary School in relation to SRE, to help and support young people through their physical, emotional and moral development. It is our view that all learning will be enhanced if the children feel safe, secure and that all are valued. Positive relationships are seen as essential. Only then will issues be raised and children will find answers to their questions in what can be a sensitive area. This will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection Safeguarding
- Confidentiality
- Behaviour
- Anti-bullying

Why do we wish to teach Sex and Relationships?

We are guided by the law to value the diversity of family life. We teach SRE aiming to improve sexual health and well-being, reducing teenage pregnancy and delaying first sex. All schools are expected to join their local accredited Healthy Schools scheme.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;

- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons.

Parents/carers do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. It is hoped that our open and regular consultation approach would prevent this happening.

Confidentiality and Child Protection

Children may make personal disclosures in group settings, particularly in SRE, where a climate of trust is created to enable discussion of potentially sensitive topics. Teachers will explain that the classroom is not a suitable place to discuss **very** personal issues. Any inappropriate 'sexual' behavior should not be ignored but should be dealt with sensitively, with parents/carers involved where appropriate.

Teachers and other adults involved in SRE may sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Child Protection Safeguarding Policy.

Teachers and others supporting SRE cannot offer or guarantee absolute confidentiality. Where an adult believes a child may be at risk the Designated Safeguarding Lead must be consulted before any further action is taken.

Monitoring

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Pupil voice, through constant 'suggestion box' feedback means that children can post something, even if a blank paper, to avoid stigmatism of those who do make or need a response.

Teaching and learning content

When is it taught?

SRE is firmly rooted within the Science National Curriculum and non-statutory framework for PSHE. It is not delivered in isolation. Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle time. Many objectives are on-going and will be embedded by many members in our school team not just the class teacher. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Teaching Assistants will:-

- Work with the children as issues and opportunities arise. Their relationships are often strong and close to 1:1, with guidance from the family mentor/Designated Safeguarding Lead

The Learning Mentors will:-

- Support the teaching and implementation of SRE Policy
- Give emotional support to individual children as the need arises
- Liaise with the teacher and, where appropriate, the family, to ensure emotional support of the child

The School Nurse/Health Service Specialists will:-

- Give guidance and support throughout the school, when appropriate

Teachers will:-

- Give guidance and support for the children in our care.
- Liaise with other professionals where necessary
- Plan, deliver and evaluate the school PSHE and SRE curriculum in our themed curriculum. (see planning topic webs)

Children with SEND

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

What is taught?

Details of the lessons are given in appendix 1. We use the CWP RSE scheme of work. All lessons have a clear structure and are age-appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver the SRE curriculum. The lesson plans have clear aims and learning outcomes, with suggested additional activities and accompanying resources. Teachers will follow the scheme of work for Year R to Year 6. Each year group will teach a series of three/four interconnected lessons, using hyper-linked materials and interactive resources.

It has three main elements:-

- Attitudes and values

- Personal and social skills and emotional literacy
- Knowledge and understanding

Years 1 to 6 Curriculum Outline

Reception Our Lives

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

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: **What is Puberty?**

Lesson 3: **Puberty Changes and Reproduction**

Year 5
Puberty

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

Year 6
Puberty, Relationships
and Reproduction

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Understanding Relationships**

Lesson 3: **Conception and Pregnancy**

Lesson 4: **Communication in Relationships**

Reception

Our Lives EYFS

Scheme of Work

Word Box: Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p>Learning Intention To consider the routines and patterns of a typical day</p> <p>Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	Lesson 1 Our Day	Glove puppet Our Day pictures
Physical Development Health and self-care	<p>Learning Intention To understand why hygiene is important</p> <p>Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines</p>	Lesson 2 Keeping Ourselves Clean	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures <i>The Smelly Book</i>, Babette Cole</p> <p>Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	Lesson 3 Families	<p>The Family Book, Todd Parr Families pictures Paper for drawing pictures</p> <p>Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

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

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> the importance of and how to maintain personal hygiene about the process of growing from young to old and how people's needs change the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	Learning Intention To understand some basic hygiene principles Learning Outcomes Know how to keep clean and look after oneself	Lesson 1 Keeping Clean	Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures
	Learning Intention To introduce the concept of growing and changing Learning Outcomes Understand that babies become children and then adults Know the differences between boy and girl babies	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies , Lifecycle picture cards , Lifecycle word cards , Lifecycle whiteboard summary
	Learning Intention To explore different types of families and who to ask for help Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing plaster and skipping rope Families pictures The Family Book, Todd Parr Additional Activities Suggested reading: Happy Families, Allan Ahlberg Who's in a Family? Robert Slutch

Differences Key Stage 1

Scheme of Work

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

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> about the process of growing from young to old and how people's needs change the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls <p>Science Attainment Targets</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	Learning Intention To introduce the concept of male and female and gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	Lesson 1 Differences: Boys & Girls	2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Additional Activities Recommended reading: Happy Families, Allan Ahlberg, Princess Smartypants, Babette Cole William's Doll, Charlotte Zolotow Amazing Grace, Mary Hoffman and Caroline Binch
	Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female	Lesson 2 Differences: Male and Female	Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals www.toysnfun.co.uk
	Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the male and female body parts	Lesson 3 Naming the Body Parts	2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Additional Activities Recommended reading: Cinderella's Bum, Nicholas Allan Shapeville, Andy Mills It's OK to be Different, Todd Parr

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

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

PSHE Programme of Study
Core Theme 1:
Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Core Theme 2:
Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

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](#)
[Pictures of male and female bodies](#)
[Male and female matching cards](#)
Additional Activities
Cinderella's Burn, Nicholas Allan
Shoguesville, Andy Mills
Let's Grow with Nisha and Joe, tpa
www.tpa.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 Pages](#)

[Families pictures](#)
[Who can I talk to? worksheet](#)
The Family Book, Todd Parr
Additional Activities
Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's In a Family? Robert Skutch
Happy Families, Allan Ahlberg
Spark Learns to Fly, Judith Foxon
Stranger Danger, Anne Fine

Growing Up Key Stage 2

Scheme of Work

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

PSHE Programme of Study
Core Theme 1:
Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

Science Attainment Targets

- describe the changes as humans develop to old age

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
Learning Outcomes
Discuss male and female body parts using agreed words
Know some of the changes which happen to the body during puberty

Learning Intention
To explore how puberty is linked to reproduction
Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults so that they are able to reproduce

Lesson Title

Lesson 1
[Growing and Changing](#)

Lesson 2
[What is Puberty?](#)

Lesson 3
[Puberty Changes and Reproduction](#)

Resources

[Lifecycle pictures](#)
[Lifecycle word cards](#)
[What has changed? worksheet](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)
Additional Activities
[Babies and Children worksheet](#)

[Body Part Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Our Bodies worksheet](#)

Story bag items (see lesson plan)
Book: *Hair In Funny Places*, Babette Cole
[Body Changes worksheet](#)
Additional Activities
Suggested reading:
Where Willy Went, Nicholas Allan
Amazing You! Gail Saltz
<http://www.bbc.co.uk/science/humanbody/body/Interactives/lifecycle/teenagers/>

Year 5

Puberty Key Stage 2

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

PSHE Programme of Study
Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

Science Attainment Targets

- describe the changes as humans develop to old age

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 reproductive organs Describe how to manage physical and emotional changes
Learning Intention To explore the impact of puberty on the body & the importance of hygiene Learning Outcomes To explore ways to get support during puberty Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty

Lesson Title	Resources
Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Pictures of male and female reproductive organs Anonymous questions template Additional Activities Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, http://www.channel4learning.com/ Sheets of flipchart paper for body outlines
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 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 (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Problem Page Teacher Guide Anonymous questions from Lesson 1 Additional Activities Puberty Bingo

Year 6

Puberty, Relationships 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, communication, personal/private information, internet safety.

PSHE Programme of Study
Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Core theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

Learning Intentions and Learning Outcomes
Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
Learning Intention Consider physical & emotional behaviour in relationships Learning Outcomes Discuss different types of adult relationships with confidence Know what form of touching is appropriate
Learning Intention To explore the process of conception and pregnancy Learning Outcomes Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception
Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes 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

Lesson Title	Resources
Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Lesson 2 Understanding Relationships	Relationship pictures Squares of paper/sticky notes Anonymous Questions template Additional Activities How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7, http://www.channel4learning.com/
Lesson 3 Conception and Pregnancy	How Does A Baby Start? cards How Does A Baby Start? whiteboard summary Anonymous Questions from previous lesson Additional Activities Conception and Pregnancy statements 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)
Lesson 4 Communicating in Relationships	Relationship Question cards Communication Scenario Cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

