



Sex and Relationships Education Policy
Relationships Education, Relationships and Sex Education and Health
Education
Mill Lane

1. Scope

At Teignmouth Community School, Mill Lane, the physical and emotional well-being of our children is paramount. Our children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our Sex and Relationships Education Policy is viewed as an important element in developing the whole child and in preparing pupils for growing up into adult life; effective sex and relationship education is essential if young people are to make responsible and well informed decisions.

This policy is advised by the DfEE guidance document Sex and Relationship Education Guidance (2019).

2. Requirements

Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

At Teignmouth Community School, we deliver a broad and balanced curriculum which, wherever possible, is child-led. SRE is delivered primarily through the SCARF (Safety, Caring, Achievement, Resilience, Friendship) PSHE scheme of work and Science objectives that are chosen to link with the topic (see 2.1).

Through the Science and PSHE objectives, our main aims are for children to:

- develop confidence in talking, listening and thinking about feelings and respectful relationships;
- to understand that mental health is part of everyday life and how to recognise and name a range of emotions.

- know how to stay safe online
- to be able to name parts of the body and describe how their bodies work;
- protect themselves and ask for help and support; and
- to be prepared for puberty, including those who develop earlier than average and so know about puberty before they experience the onset of physical changes.

2.1 SRE within the curriculum

The statements below are ones that will be included, where appropriate, in a classes day to day topic work. Every half term, a knowledge organiser is sent to parents outlining the topic and areas that are going to be explored with the class over the half term. These organisers can then be found on the school's website.

	Statutory statements from the Science Programme of Study linked to SRE
Key Stage 1	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Key Stage 2	<ul style="list-style-type: none"> • describe 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 to old age. • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

By the end of primary school should know

Example statutory statements from the SRE guidance	
Families and people who care for me	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
Caring friendships	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Respectful relationships	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Online relationships	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
Being safe	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Mental wellbeing	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
Internet safety and harms	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

Physical health and fitness	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
Healthy eating	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

2.2 Healthy Living week

To supplement the SRE we provide across the year, we also plan and deliver a Healthy Living week annually in the Summer Term where children from Nursery to Year 6 have specific lessons delivered on SRE. The planning for this week is taken from the SCARF scheme of work.

This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

It is our intention that all children will have the opportunity to experience a programme of SRE at a level appropriate for their age and physical development. The nature of teaching and resources will be differentiated to meet the needs of

all children and the information given and discussions they have will build year upon year.

In Nursery and Reception the focus is on daily routines, keeping clean and families. From

Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

In Year 6, there is also a lesson on internet safety and communication in relationships.

During the week, each class (from Nursery to Year 6) will take part in 3 to 4 lessons covering different areas of the SRE programme. Links will be made in PE and in Outdoor Learning to create a whole school focus. An overview of the lessons is given below.

Nursery	<p>Girls and Boys- the difference between boys and girls and NSPCC Pants are Private/Pantasaurus campaign (YouTube).</p> <p>When I was a baby-how we change from birth to four e.g. walking, talking, eating, using a toilet instead of nappies, what you need to care for a baby e.g. warm clothes, hugs, keeping them clean.</p> <p>Growing and changing in nature-how plants and animals grow and change.</p>
Reception	<p>Where do babies come from? Story about babies and a matching game of animal babies and their parents. Where do babies come from? What do they do in their mummy's tummy? When do they come out? What do they need when they are out? How did they get there? (A type of seed, called an egg. from mummy/a woman and a type of seed, from daddy/a man.)</p> <p>Me and my body - girls and boys-similar to the Nursery lesson.</p> <p>Life stages - plants, animals, humans-life-cycle of the frog, butterfly and seed.</p>

Year 1	<p>Keeping privates private-the change from being a baby to taking themselves to the toilet, naming body parts, Privates are Private/Pantasaurus NSPCC.</p> <p>Taking care of a baby-what does a baby need?</p> <p>Surprises and secrets-Story of a friend breaking a window, should they keep that a secret? How keeping an unsafe secret can make you feel, who to talk to about secrets that worry you.</p>
Year 2	<p>My body, your body-naming boy/girl body parts.</p> <p>Respecting privacy-private parts, private information, private property-Story about private information and property on a sleepover, her friend needs to wear a pull up to bed, that is private information. Privates are Private/Pantasaurus NSPCC.</p> <p>Haven't you grown!-how we change and can do more things independently like ride a bike by age seven or go to the beach with our friends when we are teenagers.</p>
Year 3	<p>My body, your body-naming boy/girl body parts.</p> <p>Respecting privacy-private parts, private information, private property-Story about private information and property on a sleepover, her friend needs to wear a pull up to bed, that is private information. Privates are Private/Pantasaurus NSPCC.</p> <p>Haven't you grown!-how we change and can do more things independently like ride a bike by age seven or go to the beach with our friends when we are teenagers.</p>
Year 4	<p>All change! Identify parts of the body that males and females have in common and those that are different. Know the correct terminology for their genitalia. Understand and explain why puberty happens.</p> <p>Secret or surprise? Story about a birthday surprise and keeping a secret about taking something that does not belong to you. Who to talk to if a secret worries you.</p> <p>My changing body Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn't meet a sperm.</p> <p>Understand that for girls, periods are a normal part of puberty.</p>

<p>Year 5</p>	<p>Growing up and changing bodies Identify some products that they may need during puberty and why; (deodorant, shower gel, period products. Know what menstruation is and why it happens).</p> <p>Taking notice of our feelings Identify people who can be trusted. Understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. NSPCC Underwear Rule.</p> <p>Changing bodies and feelings Know the correct words for the external sexual organs. Discuss some of the myths associated with puberty.</p>
<p>Year 6</p>	<p>Making babies Identify the changes that happen through puberty to allow sexual reproduction to occur. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means.</p> <p>I look great! Understand that fame can be short-lived. Recognise that photos can be changed to match society's view of perfect. Identify qualities that people have, as well as their looks.</p> <p>Changing bodies and feelings Know the correct words for the external sexual organs. Discuss some of the myths associated with puberty.</p>

2.3 Legal requirements

Parents have the right to withdraw children from all or part of SRE provided by school except from those parts included in the statutory National Curriculum (see table 1 included in 2.1).

Parents will be informed by letter when discrete Sex Education is taking place to give them the opportunity to support and discuss this aspect of their child's

education in advance and answer any questions. Parents have the option to withdraw their child from the part of the Sex programme that is outside the compulsory elements of the National Curriculum for Science. All requests should be made in writing to the Headteacher.

2.4 The organisation of Relationships and Sex Education

SRE is taught by classroom teachers, mainly the classes' own teacher or at times, and if appropriate, outside visitors, such as the school nurse. A range of teaching methods which involve the children's full participation are used to explore these areas. The children will usually be taught in their mixed class groups, although the teacher may choose to discuss key ideas within a smaller group. There may also be occasions when single gender groups are more appropriate and at these times, teachers of the corresponding gender from the school may take these groups.

Resources to teach SRE include video clips taken from the SCARF scheme of work, drawn images, baby dolls and toy animals, problem-page style discussion starters, age appropriate stories and perhaps relevant visitors. All resources are pitched at the child's age and stage of learning.

2.5 Dealing with questions

We believe it is essential that we help children develop confidence in talking, listening and thinking about sex and relationships. Class teachers will generate an atmosphere where questions of a sensitive nature can be asked and answered openly and without embarrassment. Teachers will employ a range of teaching strategies which will help with this, including the establishment of ground rules and the use of distancing techniques, where teachers depersonalise discussions, such as using the anonymous question box.

Class teachers will endeavour to answer all questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs, such as the chance to talk privately or dialogue with the child's parents.

2.6 Provision for Pubescent Pupils

According to the NHS website (<http://www.nhs.uk/>), the average age that a girl starts their periods is 11 although some may start as early as 8. At Teignmouth Community School, we have made certain arrangements to sensitively help support girls that are menstruating.

Girls on their periods will have unrestricted access to sanitary facilities available in the disabled toilet that can be found between the boys' toilets and the door to the playground. In here, sanitary items, spare underwear and a sanitary bin are all available for use. Parents are encouraged to inform the school when their daughter begins menstruation, in order that the necessary staff can be made aware of the situation and female members of staff will be available to help and support pubertal girls through these changes.

3 Key Terms and Definitions

ACRONYM	TERM	DEFINITION
SRE	Sex and Relationships Education	Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
PSHE	Personal, Social and Health Education	An area of the curriculum that primarily deals with building self-confidence and self-awareness, managing feelings and behaviour and making relationships and healthy lifestyles.

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	27.11.13	RW	
2	26.04.16	Sarah Dudley	Changes in the curriculum and the introduction of the Healthy Living Week
3	28.02.2020	Claire Fleming	Changes to the statutory guidance on SRE.
4	21.09.2021	Claire Fleming	Changes to Healthy Living Week resources.