



CHURCH COWLEY ST. JAMES C of E PRIMARY SCHOOL

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Sex and Relationships Education Policy

Church Cowley St James C of E Primary School adopted the attached policy at the Full Governing Body Meeting of 23rd April 2019.

The Sex and Relationships Education (SRE) Policy was produced by Church Cowley St James C of E Primary School and was last updated in March 2019. The Governing Body will review this policy every year.

Reviewed: March 2019

Approved: 23rd April 2019

Signed:  Chair of Governors

Next Review: April 2020



Sex and Relationships Education (SRE) Policy

Introduction

Sex and Relationship Education (SRE) is based around teaching children about changing bodies, sex, sexuality, emotions, relationships and sexual health. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

The aim of this policy is to outline the aims, principles and strategies for the teaching and learning of SRE at Church Cowley St James Church of England Primary School.

The delivery of SRE at the School works within the School's value framework and we consider it vital to deliver this aspect of pupils' education in partnership with parents and carers. Whilst we hope they do not feel the need to do so, we are mindful that parents and carers do have the legal right (under the Education Act 1993) to withdraw their children from the SRE that forms part of the Personal, Social and Health Education (PSHE) Jigsaw programme (see Appendix). Parents will be invited to discuss any concerns with the Head Teacher and/or other members of the Senior Leadership Team.

Aspects of Sex and Relationship Education

Sex and Relationship Education will be primarily delivered through the School's science education and the PSHE Jigsaw programme. Church Cowley St James Church of England Primary School will ensure that pupils:

- Receive their SRE education in the wider context of education about relationships
- Develop communication and social skills
- Explore values and attitudes in the wider community
- Understand the spiritual, moral, cultural, mental and physical development that happens at school as well as in society
- Are prepared for the opportunities, responsibilities and experiences of later life

Coverage of SRE

Sex and Relationships education will be primarily delivered to the pupils of Church Cowley St James C of E Primary School through:

- The teaching of the age-appropriate modules of the PSHE Jigsaw programme (see appendix 1)
- Planned aspects of science education
- Visits from the school nurse for separate SRE lessons (years 5 and 6 predominantly)
- Occasional addresses at assembly time and visits from other external agencies (such as parents/carers or health professionals)

Assessment and Evaluation of SRE

Teachers will need to ensure that children are making progress with their SRE learning throughout their PSHE Jigsaw education. Therefore, each Jigsaw module has a built-in assessment task. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning.

Resources

- A range of materials including videos provided by the school nurse will be used
- The PSHE Jigsaw programme of work (see Appendix 1 for age appropriate SRE relevant modules)

Safeguarding

Teachers, staff and parents/carers need to be aware that sometimes personal disclosures may be made during SRE sessions. In these cases, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the School's Safeguarding Policy will be followed.

Answering Difficult Questions

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly or immediately, and can be addressed individually later. The School believes that individual teachers must use their skill and discretion in these situations and refer to the Head Teacher or the appropriate member of the Senior Leadership Team if they are concerned or unsure.

Dissemination and Review

This policy is to be publicly available, including via the school website. Copies of this policy should also be available from the school office on request. Staff should be regularly trained on the content of this policy. This policy will be reviewed annually by the Head Teacher, Senior Leadership Team and Governors, using a consultation process which invites feedback on the SRE programme.

APPENDIX 1: SEX AND RELATIONSHIP EDUCATION (SRE) CONTENT WITHIN THE PERSONAL, SOCIAL AND HEALTH EDUCATION JIGSAW PROGRAMME

The list below shows the specific learning objectives for each year group in the 'Changing Me' Jigsaw units of work, usually delivered during term 6 of each academic year.

Year 1, unit a: Boys' and Girls' Bodies

- Identify the parts of the body that make boys different to girls
- Use the correct names for parts of the body (penis, testicles, vagina)
- Respect my body and understand which parts are private

Year 2, unit a: Boys' and Girls' Bodies

- Recognize the physical differences between boys and girls
- Use the correct names for parts of the body (penis, testicles, vagina)
- Appreciate that some parts of the body are private
- Explain what I like/don't like about being a boy/girl

Year 3, unit a: How Babies Grow

- Understand that in animals and humans lots of changes happen between conception and growing up
- That usually it is the female who has the baby
- Express how I feel when I see babies or baby animals

Year 3, unit b: Babies

- Understand how babies grow and develop in the mother's uterus
- Understand what a baby needs to live and grow
- Express how I might feel if I had a new baby in my family

Year 3, unit c: Outside Body Changes

- Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
- Identify how boys' and girls' bodies change on the outside during this growing up process
- Recognize how I feel about these changes happening to me and know how to cope with those feelings

Year 3, unit d: Inside Body Changes

- Identify how boys' and girls' bodies change on the inside during the growing up process
- Identify why these changes are necessary so that their bodies can make babies when they grow up
- Recognize how I feel about these changes happening to me and how to cope with these feelings

Year 4, unit a: Having a Baby

- Correctly label the internal and external parts of male and female bodies that are necessary for making a baby
- Understand that having a baby is a personal choice and express how I feel about having children when I am an adult

Year 4, unit b: Girls and Puberty

- Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Year 5, unit a: Puberty for Girls

- Explain how a girl's body changes during puberty
- Understand the importance of looking after myself physically and emotionally
- Understand that puberty is a natural process that happens to everybody and that it will be OK for me

Year 5, unit b: Puberty for Boys and Girls

- Describe how boys' and girls' bodies change during puberty
- Express how I feel about the changes that will happen to me during puberty

Year 5, unit c: Conception

- Understand that sexual intercourse can lead to conception and that is how babies are usually made
- Understand that sometimes people need IVF to help them have a baby
- Appreciate how amazing it is that human bodies can reproduce in these ways

Year 6, unit a: Puberty

- Explain how girls' and boys' bodies change during puberty
- Understand the importance of looking after myself physically and emotionally
- Express how I feel about the changes that will happen to me during puberty

Year 6, unit b: Girl Talk/Boy Talk

- Ask the questions I need answered about changes during puberty
- Reflect on how I feel about asking the questions and about the answers I receive

Year 6, unit c: Babies: Conception to Birth

- Describe how a baby develops from conception through the nine months of pregnancy and describe how it is born
- Recognize how I feel when I reflect on the development and birth of a baby

Year 6, unit d: Attraction

- Understand how being physically attracted to someone changes
- The nature of the relationship
- Express how I feel about the growing independence of becoming a teenager and be confident that I can cope with this