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Policy for Living and Growing

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National Curriculum Handbook Feb
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CONTENTS

Foreword

Learning Objectives KS1 & KS2

Policy Statement

Values and Moral Statement

Aims

Content and delivery of the Sex and Relationship

Education Teaching Strategies for Sex and Relationship

Education Specific Issues

- Confidentiality

- Inclusion and Equalities

- Withdrawing pupils from lessons

Monitoring, Evaluation and Review

Categories of Issues Addressed in School

FOREWORD

In the DFE guidance document from 2008 , ‘The Review of Sex and Relationship Education (SRE) in Schools’ States:

PSHE should be made a statutory subject in all 4 key stages, with statutory content (for secondary schools) based on the current non-statutory programmes of study for ‘personal well-being’. Statutory content for primary schools should be based on new programmes of study for personal well-being developed by Qualification and Curriculum Authority (QCA) in the context of Jim Rose’s review of the primary curriculum.

Objectives taken from The National Curriculum Handbook (Feb 2010)

At Key Stage 1 pupils should learn:

- E17. about the simple physical changes (i) to their bodies they have experienced since birth and the similarities and differences between people
- E19. to identify different relationships that they have and why these are important (i)
- E20. how to recognise, manage and control strong feelings and emotions
- E18. to manage personal hygiene
- M17. about the physical and emotional changes that take place as they grow and approach puberty (i)
- M18. how to form and maintain relationships (i) with a range of different people
- M19. strategies for managing and controlling strong feelings and emotions

In Year 3 and 4 pupils should learn:

In Year 5 and 6 pupils should learn:

- L20. about the physical changes that take place in the human body as they grow and how these relate to human reproduction
- L21. how to manage changing emotions and relationships (i) and how new relationships may develop
- L23. strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- L22. that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence

More detailed objectives to be found in Appendix 1

POLICY STATEMENT

In this school, our aim is to help each pupil to reach his or her full potential. We believe that healthy children, who feel safe and supported and can manage their lives positively, are better able to achieve.

We recognise that our children are trying to make sense of the world in which they live and how they arrived in it. From an early age they assimilate information that may be incorrect, confusing and misleading, By providing accurate information and developing skills and understanding, it is our objective that sex and relationship education, firmly embedded in PSHCE, will guide and support our young people through their physical, emotional and moral development. In doing so, we want to help our pupils learn to respect themselves and others and move with confidence from childhood to adolescence.

VALUES AND MORAL STATEMENT

The school believes that sex and relationship education must be set within a system of values. Respect, tolerance, caring, empathy, justice and responsibility; values that underpin personal development and a healthy society, are promoted by the school.

AIMS

SRE in Swanland School will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
 - are able to name parts of the body and describe how their bodies work using correct terminology;
 - can protect themselves and ask for help and support; and
 - are prepared for puberty
-
- have a good understanding of personal health and hygiene.

The school will work towards these aims in partnership with parents.

CONTENT AND DELIVERY OF THE SEX AND RELATIONSHIP EDUCATION

Sex and relationship education will begin in Reception and continue through to Year 6, with topics being revisited and broadened according to the age, cultural/social background and existing knowledge and understanding of the pupils.

Planning for sex and relationship education at Swanland School will be based on the use of the Christopher Winter Project with some amendments. The lessons will generally be taught in the summer term when the teachers and pupils have a good working relationship and will feel more comfortable discussing these issues. Wherever possible the class teacher for each class should teach the SRE lessons.

Details of the scheme of work can be seen in the appendix.

Learning outcomes for pupils at Key Stage 1 and Key Stage 2 are taken from The National Curriculum Handbook (Feb 2010)

Sex and Relationships Education will be taught during separate PSHCE sessions at the discretion of the class teacher. The Christopher Winter Project is to be used as a guide with the relevant objectives being taught.

Initially a modified version (appendix 1) of the scheme will be used as pupils will not have encountered previous years sessions. This will be reviewed yearly.

TEACHING STRATEGIES FOR SEX AND RELATIONSHIP EDUCATION

Teachers may be concerned about responding to unexpected and possibly, explicit questions and comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this occurring. Each session will start with pupils and teachers sharing ground rules.

In response to discussion with parents, dialogue with teachers and in consultation with

Governors, aspects of SRE were categorised into three groups:

A Matters addressed as part of SRE across the curriculum for all age groups (at appropriate level)

B Matters addressed in this school in response to pupil discussion or questions which can be discussed with individuals.

C Matters addressed in this school in response to pupil discussion or questions which parents should be advised to talk to pupils about.

Details of the issues included in each category are appended to this policy. (Appendix 2)

Question Box

KS2 pupils could be given the option to use a question box at the end of each lesson in which they can ask any questions they may be too worried to ask in class. The teacher then can decide whether to cover this in their next lesson, talk to the pupil individually or refer the question to the parent. (See appendix for issue that should not be discussed in class.)

SPECIFIC ISSUES

CONFIDENTIALITY

Children should be aware of the school's policy on confidentiality and be clear that there are some instances, such as the disclosure of sexual abuse, where the teacher would have to break confidentiality and tell someone else for the child's protection. In such instances the teacher must follow the school's child protection procedures.

INCLUSION AND EQUALITIES

The School recognises that sex and relationship education should be available to all pupils and that we need to respond to all our children as individuals.

Issues relating to disability, social inequalities or differing cultural backgrounds of our pupils, which may impact upon their learning or opportunities, might need to be addressed.

Whilst it may be necessary to plan work in different ways in order to meet the needs of pupils with special educational needs or learning difficulties, it is important that we try not to marginalize sex and relationship education. It is also important that these pupils are not withdrawn from health lessons so that they can catch up on National Curriculum subjects.

Single gender teaching of SRE issues may be used as deemed appropriate and relevant but care must be taken to ensure all pupils have access to the same information.

WITHDRAWING PUPILS FROM LESSONS

Swanland School recognises that parents have the right to withdraw their children from lessons which cover sex and relationship education outside the science curriculum.

MONITORING, EVALUATION AND REVIEW

Monitoring and evaluation of the sex and relationship education programme will be carried out as part of the overall monitoring and evaluation of the PSHCE Policy and Planning. It will be reviewed annually.

CHILD PROTECTION

Please read this policy in conjunction with the **Child Protection Policy**.

Appendix 1

Ourselves and Our Families Swanland Primary School Scheme of Work

Below are the objectives to be taught in each year group. The lessons can be planned and delivered in whatever way the class teacher feels is appropriate to their class. The Christopher Winter Project Lesson Plans, in the Staff Shared Area, can be used to support planning but are by no means a compulsory lesson plans. The Channel 4 Living and Growing DVD will be kept in the 'Bat Cave' for teachers to use if they feel this supports the lessons they wish to teach.

		Title of Lesson	Objectives	Vocabulary
Year 1	1	Keeping Clean	Learning Intention To understand some basic hygiene principles Learning Outcomes Know how to keep clean and look after oneself	
	2	Growing and Changing	Learning Intention To introduce the concept of growing and changing Learning Outcomes Know how people grow and change Understand that babies become children and then adults Know the differences between boy and girl babies	Baby toddler child teenager adult elder penis vagina
	3	Families and Care	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	

Year 2	1	Differences: Boys & Girls	<p>Learning Intention</p> <p>To introduce the concept of male and female and gender stereotypes</p> <p>To identify differences between males and females</p> <p>Learning Outcomes</p> <p>Talk about the ways boys and girls can be the same and different</p> <p>Understand that some people have fixed ideas about what boys and girls can do</p> <p>Describe the difference between male and female babies</p>	Boy girl
	2	Growing and Changing	<p>Learning Intention</p> <p>To introduce the concept of growing and changing</p> <p>Learning Outcomes</p> <p>Know how people grow and change</p> <p>Understand that babies become children and then adults</p> <p>Know the differences between boy and girl babies</p>	Baby toddler child teenager adult elder penis, vagina
	3	Differences: Male and Female	<p>Learning Intention</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes</p> <p>Describe some differences between male and female animals</p> <p>Describe some differences between boys and girls</p> <p>Understand that making a new life needs a male and a female</p>	Male female teats (for cats) udders (for cows)
Year 3	1	Differences: Male and Female	<p>Learning Intention</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes</p> <p>Describe some differences between male and female animals</p> <p>Describe some differences between boys and girls</p> <p>Understand that making a new life needs a male and a female</p>	Male female teats (for cats) udders (for cows)

	2	Naming the Body Parts	<p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the male and female body parts</p>	Eyes, nose, fingers, arms, belly button, head, nipples, feet, knees, penis, tummy, vagina, testicles, ears
	3	Family Differences	<p>Learning Intention To explore different types of families and who to go to for help and support</p> <p>Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support</p>	stereotypes
Year 4	1	Differences: Male and Female	<p>Learning Intention To explore the differences between males and females and to name the body parts</p> <p>Learning Outcomes Know some differences and similarities between males and females Name male and female body parts using agreed words</p>	Eyes, nose, fingers, arms, belly button, head, nipples, feet, knees, penis, tummy, vagina, testicles, ears
	2	Personal Space	<p>Learning Intention To consider touch and to know that a person has the right to say what they like and dislike</p> <p>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</p>	
	3	Growing and Changing	<p>Learning Intention To explore the human lifecycle</p> <p>Learning Outcomes Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</p>	Life cycles
Year 5	1	Body Changes and Reproduction	<p>Learning Intention To identify some basic facts about puberty, reproduction and pregnancy</p> <p>Learning Outcomes Know that during puberty the body changes from a child into a young adult Understand why the body changes during puberty Identify some basic facts about pregnancy</p>	Womb, sperm, vagina, pubic hair, penis, baby, eggs, puberty

	2	What is Puberty?	<p>Learning Intention To learn about the physical changes associated with puberty</p> <p>Learning Outcomes Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently</p>	Periods
	3	Talking About Puberty	<p>Learning Intention To explore the emotional and physical changes occurring in puberty</p> <p>Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	Puberty, hormones,
	Year 6	1	Male and Female Changes	<p>Learning Intention To understand male and female puberty changes in more detail</p> <p>Learning Outcomes Understand how puberty affects the body and the emotions Describe how to manage physical and emotional changes</p>
	2	Puberty and Hygiene	<p>Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p>Learning Outcomes Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty</p>	Spots, wet dreams, periods

SRE Policy

Appendix 2 CATEGORIES OF SRE ISSUES AT SWANLAND SCHOOL

Category A: Matters addressed as part of health education across the curriculum and at all age groups (at appropriate level)

family and different family types
friendship
care and caring
feelings
self esteem
keeping safe
decision making
similarities and differences between people
bullying
gender issues
reproduction, as one of the characteristics of living things
life cycles
body changes (ie young to old)
naming body parts
towards an understanding of how the body works

Category B: Issue that may arise due to discussions in Year 4 and above where questions can be answered.

body changes at puberty
menstruation
HIV/AIDS (this could be discussed in terms of the disease, with out mentioning the sexually transmitted aspect.)

Category C: Issue that should be referred to parents for further discussion which teachers should not discuss with pupils.

contraception
homosexuality (this can be discussed in relation to family groups.)
masturbation
pornography
abortion
sexually transmitted diseases