



Emerson Valley School

Aiming High, Caring For All

EMERSON VALLEY SCHOOL

SEX & RELATIONSHIPS

POLICY

VERSION

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1 STATEMENT OF INTENT

This document is a statement of the aims, principles and practice at Emerson Valley School. We teach Sex and Relationships Education (SRE) through our scheme of work for PSHE, called Jigsaw. This scheme has been quality assured by the PSHE association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'.

2 INTRODUCTION

Emerson Valley School aims to provide a stimulating and caring environment in which each child will experience high standards of education and preparation for the future. Parents are the key people in teaching their children about sex, relationships and growing and our school will support parents in this role with understanding and sensitivity.

3 OUR AIMS

Our aims are:

- To support the personal and social development of all children by allowing them to explore their feelings and relationships to promote self-knowledge, self-respect and respect and sensitivity to/ for others.
- To give children an elementary understanding of human reproduction.
- To offer balanced and factual information appropriate to the age and maturity of our children, acknowledging the moral and ethical issues involved.

4 WHAT IS SEX AND RELATIONSHIPS EDUCATION?

"Sex and Relationships Education" means lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of long-term, stable and loving relationships, family life and marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity." - Sex and Relationship Education Guidance DfES January 2010.

It has three main elements:

4.1 Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of stable and loving relationships, family life and marriage, for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

4.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to make choices based on an understanding of difference and with an absence of prejudice

- Developing an appreciation of the consequences of choices made
- Learning how to recognise and resist peer pressure
- Managing conflict
- Learning how to recognise and avoid unsafe situations, including the dangers of the internet and media pressure

4.3 Knowledge and Understanding

- Learning and understanding physical development and appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and understanding that there is a range of local and national sexual health advice and support services
- Promoting the benefits of delaying sexual activity
- The avoidance of unplanned pregnancy and disease

5 HOW SEX AND RELATIONSHIPS EDUCATION IS TAUGHT

It is important that Sex and Relationships Education:

- Is taught within a programme which offers progressive and differentiated learning, which is sensitive to the needs of individuals and groups;
- Promotes the spiritual, moral, social, cultural and physical development of children in order to help them prepare for the responsibilities and experiences of adult life;
- Recognises the importance of loving and caring relationships;
- Enables children to use appropriate vocabulary for all parts of the body and to be able to describe how their bodies work;
- Generates an atmosphere where questions and discussion on sexual matters can take place without embarrassment;
- Reassures children that change is part of the life cycle of humans and gives support to children in adjusting to these changes;
- Promotes respect of differing perspectives in a culturally diverse society;
- Provides opportunities for children to practise and develop their assertiveness skills.

Many aspects of SRE are covered in the statutory Science curriculum; but we believe this is not sufficient enough to equip children to make and act on decisions about their personal relationships, therefore SRE is also taught through the ‘**Changing Me**’ theme of the Jigsaw PSHE scheme in the summer term every year. Appendix 1 gives an overview of the content of the curriculum for each year group. Appendix 2, taken straight from the Jigsaw scheme of work, breaks down the content of each lesson in this unit.

SRE will usually be taught by the class teacher as s/he is a person of trust to the children and the teacher knows what is appropriate to teach individuals. Some aspects of SRE may be taught in single sex groups. Teaching groups may include class, small group or individuals according to the sensitivity of the subject matter and individual, personal needs. This will be decided by individual year groups based on the needs of the children. Teachers will be prepared

to respond to children's questions as and when they arise if the questions are deemed appropriate to the lesson or subject under discussion. A wide range of teaching and learning methods will be employed such as discussion, problem solving, circle-time, drama, games, ICT, videos etc.

5.1 Equal Opportunities

Children will have equal access to education unless specifically withdrawn from this provision by their parents. Parents may withdraw their children from SRE session, but children are required to attend all lessons that form part of the statutory National Curriculum requirements of the Science Curriculum. Parents should write to the Headteacher if they wish to withdraw their child from SRE sessions. Children must be withdrawn from all sessions as Teachers need to have flexibility in their approach to teaching across all 6 sessions.

At Emerson Valley School, we actively promote non-sexist language, discuss issues of equal opportunity and develop a positive attitude to variety and difference. Discrimination on the grounds of sexual orientation will be dealt with immediately and appropriately, in a way that preserves the dignity and value of people in society, without promoting their actions. Extra care will be taken to ensure sensitivity is shown towards children whose learning ability, maturity, experience of family life or inappropriate sexual knowledge may be a cause for concern. SRE should help all children understand their physical and emotional development and empower them to take responsibility for the decisions they make in their lives.

5.2 Confidentiality

Children should feel confidence and trust in their relationship with their teachers and teachers will respect this confidence when dealing with questions raised. However they cannot promise that certain issues discussed with them will remain confidential. The teacher may involve the parents, contact other staff or an appropriate outside agency for advice, but in every case the interests of the child will remain paramount. Where a child discloses any form of abuse, the Child Protection Teacher will be informed immediately so that the procedures outlined in our Child Protection Policy can be followed. The rules regarding confidentiality will be discussed with children at the start of all SRE programmes. In addition, it is recognised that some children are not comfortable asking questions in large group situations and may choose instead to use the question box provided in class for this. This question box is discussed in detail with the children at the start of their SRE programme and also with parents at the Year 6 Parents Evening.

5.3 Assessment and Record Keeping

The science aspect of SRE will be taught through relevant topics which are assessed at the end of each unit taught. Year 6 children will be encouraged to reflect on, evaluate and feedback on SRE provision throughout their SRE programme. At the end of the programme, they will complete an evaluation form which will be monitored by Year 6 staff and the PSHE coordinator in order to inform future provision.

5.4 Monitoring the Sex and Relationship Policy

SRE will be monitored in line with the school monitoring policy. PSHE and science leaders will monitor the effectiveness of the planning and teaching in order to ensure standards of SRE learning remain secure.

This policy will be reviewed every two years by the Governing Board and updated as appropriate by the PSHE Coordinator.



Appendix 1 - OVERVIEW OF CURRICULUM COVERAGE

Year 3

In year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow. Children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up. They start to recognise stereotypical ideas they might have about parenting and family roles.

Year 4

Children in year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent. They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a sperm meets an egg during 'a specially close and loving embrace'. All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this. They can identify changes that have been and may continue to be out of their control that they have learned to accept.

Year 5

In year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others. Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise. The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby. Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed. Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

Year 6

Children in year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations. The children use their knowledge to answer questions and give advice to their peers

about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school. The class teacher will teach SRE. A range of teaching methods are used which include use of video, discussion, games and practical activities. Sex and relationship education is usually delivered in mixed gender groups. However, on occasions where it is more appropriate they will be taught in single gender groups.

Resources to teach sex and relationship education include fiction, reference books, extracts from videos, diagrams and case studies. All resources are provided along with the 'Jigsaw' scheme of work to complement the activities that are suggested.



Appendix 2 - 'CHANGING ME' UNIT COVERAGE

YEAR 3

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DFEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DFES 2004)	Resources
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint slides - Babies, Jigsaw Jino, Visiting mum and baby (if possible) OR new baby pet pictures OR book: 'My New Baby' by Anne Kubler, Jigsaw Journals,]
Can express how they feel when change happens	2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Baby PowerPoint slides, Post-it notes, Flip chart paper, Book: 'My Baby Sister' by Emma Chichester Clark, Jigsaw Jino, Magazines/catalogues showing things for babies, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, Powerpoint slides: Body Changes, 'My Life, My Changes' sheet, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Inside Body Changes Assessment Opportunity ★	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings	Jigsaw Chime, 'Calm Me' script, Parent/Child cards, PowerPoint slides: Body Changes from Piece 3, PowerPoint slides: Changes on the inside, Animations: Male and Female Reproductive System 'The Great, Growing Up Adventure' sheet, Jigsaw Jino Jigsaw Jino's Private Post Box, for comments and questions, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	Jigsaw Chime, 'Calm Me' script, Charades cards, Jigsaw Jino, Task card resource sheet, Flipchart paper, plain pillow cases, Fabric pens/paints, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 4	I can start to think about changes I will make when I am in Year 4 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Two visiting Year 4 pupils, Wooden batons, Different coloured ribbons/crepe paper strips, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

YEAR 4

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DFEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DFES 2004)	Resources
Understand that everyone is unique and special	1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Cat and kitten cards, 'My Parents and Me' Puzzle templates, Jigsaw Journals.
Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Making Things' cards, Sheets of flipchart paper prepared with questions written at the top, Flashboard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Jigsaw Chime, 'Calm Me' script, 'How do I feel about puberty' cards, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz.
Understand and respect the changes that they see in other people	4. Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jaz, Season tree pictures, Book: 'Moving House' by Anna Cividini and Stephen Cartwright, Circle of change PowerPoint slide, Circle of change diagram, Circle of change template, Split pins, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Emotions cards, Jigsaw Song sheet: 'Changing as I grow', Season tree pictures from Piece 4, Change Scenario cards, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I am in Year 5	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Two visiting Year 5 pupils, Circle of change template, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

YEAR 5

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jez, Self-image cards, Image PowerPoint slide, Self-image picture frame card template, Jigsaw Journals.
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, animation: The Female Reproduction System, Menstruation Card Match, Sets of a range of sanitary products: tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, Great Growing Up resource sheet, Menstruation Worries cards - one for each working group, if available: some examples of published information leaflets about puberty, Jigsaw Jez's private post box, Jigsaw Journals.
Understand and respect the changes that they see in themselves	3. Puberty for boys Assessment Opportunity ★	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Tennis ball, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slides: male organs (as per Year 4 Piece 2) Boys' n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, if available: some examples of published information leaflets about puberty, Jigsaw Journals.
Understand and respect the changes that they see in other people	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Relationships Cards, enough for one for each child, Category labels for the room corners: Family Relationships ... etc., Animation: The Female Reproductive System and The Male Reproductive System, Having A Baby Diamond 9 cards, PowerPoint slides: A Baby in the Womb, - The Truth About Conception and Pregnancy card sort - statements, true/false cards, and explanation cards.
Know who to ask for help if they are worried about change	5. Looking Ahead	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Song sheet: 'Changing as I grow', Birthday cake and candles, Selection of age 13 birthday cards/PowerPoint pictures, Flip chart paper, Jigsaw Journals.
Are looking forward to change	6. Looking Ahead to Year 6	I can identify what I am looking forward to when I am in Year 6	I can start to think about changes I will make when I am in Year 6 and know how to go about this	Jigsaw Chime, 'Calm Me' script, Six visiting Year 6 pupils, Jigsaw Jez, Spinning top template, Circle of change template, Jigsaw Journals, Pot of bubbles.

YEAR 6

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Jigsaw Chime, 'Calm me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images, 'Real self/ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jez's Private Post Box.
Understand and respect the changes that they see in themselves	3. Girl Talk/Boy Talk (We recommend this Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.
Understand and respect the changes that they see in other people	4. Babies - Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Photo cards: Holding hands, Jigsaw Journals.
Are looking forward to change	6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jez, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens.