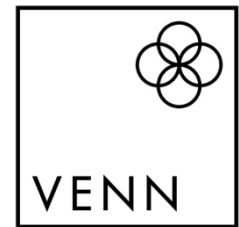




Griffin Primary School

Sex and Relationships Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
A Cutts	Governors	29/5/20	1	May 2022



1.0 Introduction

- 1.1 From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).
- 1.2 Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Therefore the DfE recommend

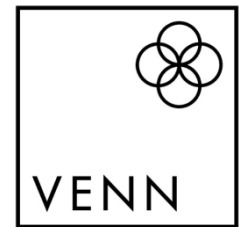
“that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

- 1.3 Sex and Relationship Education at Griffin Primary School is seen as part of a wider health education programme. The school delivers this as part of a whole programme of PSHE, known as 'Jigsaw.' The children follow this programme from the Foundation Stage to Year 6, each year adding to and extending their knowledge. As a result, it will be taught at varying levels throughout the school. We always wish to involve parents in understanding and supporting what is being taught in school and this is especially important in Sex and Relationship Education.

2.0 Aims

- 1.1 Our aim is to teach children about Sex and Relationship Education in a framework of moral considerations, family life and personal relationships appropriate to the age and maturity of the children. At Griffin Primary School, we recognise that our children come from many different backgrounds, some children belong to one parent families, some sex families, some are adopted, and some children live with extended family members. This will, therefore, require sensitive handling and understanding that families are all different.



3.0 Objectives

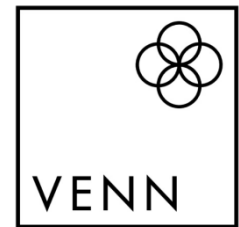
- 3.1.1 Children will, by the time of leaving Griffin, have an understanding of:
- Dealing with their own feelings and those of others
 - Growth of animals, plants, and humans
 - Relationships
 - Caring for others and themselves
 - Body maintenance
 - The scientific names for body parts
 - Reproduction in plants, animals, and people

4.0 Sex Education in the Curriculum

- 4.1.1 Some of the learning objectives can be met through the Science curriculum (Life and Living Processes). However, Sex and Relationship Education is a major part of our health curriculum and is therefore taught as part of the PSHE timetable using the Jigsaw scheme.

5.0 Sex and Relationships Programme

- 5.1 At Griffin, Sex and Relationship Education is supported by our curriculum for PSHE (personal, social, health and education) which is taught through Jigsaw.
- 5.2 By delivering Sex and Relationship Education in this way we can ensure that pupils receive their Sex Education in the wider context of relationships and are prepared for the opportunities, responsibilities, and experiences of adult life.
- 5.3 At our school we shall endeavour to ensure that Sex and Relationship Education shall contribute to the foundation of PSHE by ensuring that all children: -
- Develop confidence in talking, listening, and thinking about feelings and relationships
 - Can name body parts and describe how their bodies work
 - Can protect themselves and ask for help and support
 - Are prepared for puberty.



6.0 Jigsaw PSHE

6.1 The school will follow the content of the Jigsaw PSHE scheme. Jigsaw covers all areas of PSHE for the primary phase. The 'Changing Me' puzzle will teach the specific learning outcomes for Sex and Relationships education. Each year has a different piece of the same puzzle. Overall, the puzzle will look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are one sort of change that we can all cope with.

6.2 The programme in each year group is as follows:

6.3 Foundation Stage

6.3.1 Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

6.4 Year 1

6.4.1 Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.

6.5 Year 2

6.5.1 Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

6.6 Year 3

6.6.1 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

6.7 Year 4

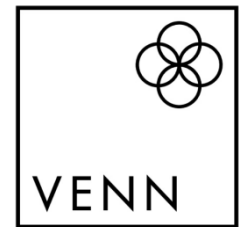
6.7.1 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

6.8 Year 5

6.8.1 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

6.9 Year 6

6.9.1 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of



normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

7.0 Teaching Groups

7.1 Teaching will generally be in mixed ability class groups. However, time is given for single sex sessions when appropriate. Parts of the curriculum in Y5/6 are delivered with the support of the School Health Service. School nurses and health visitors will deliver elements alongside the Y5/6 staff using agreed methods.

8.0 Children with Special Needs

8.1 The Sex and Relationship Education programme is available to all pupils. Children with SEN will not be denied access to Sex and Relationship Education and their individual needs will be catered for – appropriate staff will be made available to talk to pupils and work through issues, if necessary, to ensure needs are met.

9.0 Responsibility for the delivery of the Sex and Relationship Programme

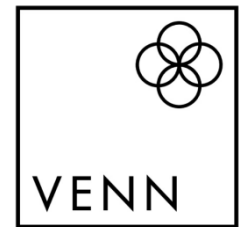
9.1 All class teachers have the responsibility for teaching Sex and Relationship Education, mostly through Jigsaw lessons, but also through science and other subjects.

9.2 In addition, we will ask other professional bodies to come in and help deliver lessons on menstruation to Year 5 children and Sex Education to Year 6 children. Questions will be dealt with in a sensitive and appropriate way. Teachers and visitors will only answer questions they feel comfortable with and which are appropriate to the child's learning.

9.3 We consult with secondary schools about vulnerable pupils and pupils who have found the Sex and Relationship Education programme difficult to access due to their stage of development.

10.0 Child Protection

10.1 At Griffin, we are very aware that children cannot learn effectively if they are concerned or frightened about being abused or being victims of violence



in the home. Children have a right to expect that our school will be a safe and secure environment. Throughout Sex and Relationship Education work, teachers must carefully watch out for fears or worries presented by children and this should not go unnoticed. It needs to be recognised that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue.

10.2 If it is suspected that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, this should be dealt with in accordance with the schools Child Protection Policy.

10.3 If a member of staff is approached by a child who is sexually active or is contemplating sexual activity, this should be viewed as a child protection issue and dealt with accordingly.

11.0 Parental Rights

11.1 Parents will be informed when the Year 5 children will be given a talk about menstruation. Parents will be informed when Year 6 children will begin their Sex Education.

11.2 Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or Jigsaw Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

12.0 Role of the Co-ordinator

12.1 The Co-ordinator will:

- Write the policy
- Monitor the policy
- Ensure its implementation
- Offer support and advise to staff, pupils and parents
- Maintain the resources to ensure implementation of the policy



13.0 Conclusion

13.1 The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to deter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from delaying such activity.

14.0 Review

14.1 This policy will be reviewed in two years.

Adopted by Venn Academy Trust Board on

Chair of Venn Academy Trust Board

Venn Academy Trust Board Trustee

Next Review Date