



St Saviour's School Sex and Relationships Policy



Updated May 2025

Introduction
UNCRC

Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 28: Every child has the right to an education.

A sex education programme is included within the school curriculum, we recognise that the parents have the right to be informed of its content and withdraw their children from part or all lessons if they wish.

What is Sex and Relationship Education?

SRE is defined as... *Lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.*

These three main elements involve:

- Values and attitudes:
 - learning the importance of values;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care,
 - exploring, considering and understanding moral dilemmas.

- Personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices and considering consequences of choices made;
 - learning how to recognise and avoid exploitation and abuse

- Knowledge and understanding:
 - Learning and understanding physical development at appropriate stages;
 - Understanding human sexuality, reproduction, sexual health, emotions and relationships

Curriculum Organisation

Our sex and relationships programme will be based on the 'Changing Me' scheme of work. This scheme combines National PSHE recommendations, as well as lessons and ideas from Jigsaw. We follow the principals underlying the National Healthy School Standard when teaching Sex and Relationships education in school. This includes:

- Involving parents and carers
- Giving staff appropriate training and support
- Ensuring children's views are listened to

Monitoring and Evaluation

The PSHE co-ordinator will:

- Monitor and evaluate children's work, teacher's planning and the teaching of sex and relationships education
- Organise children evaluation of the content and the teaching of the sex and relationships education programme
- Organise teacher evaluation of the sex and relationships education programme, and of pupil learning.

Grouping of children

The teaching of sex and relationships will be in normal classroom conditions with mixed sex groupings. This will promote communication and understanding between the sexes and sexual matters. If teachers feel it to be more appropriate on some occasions male and female pupils will be taught separately.

Curriculum Content

SRE may be referred to in the general teaching of PSE through Jigsaw, but the enhancement modules listed below are specifically part of the recommended SRE curriculum.

Year 1

Summer Term 2 – Changing Me!

Sessions include: Life cycles in animals, changes to their own bodies

Year 2

Summer Term 2 – Changing Me!

Sessions include: Life cycles in animals, exploring physical contact,(exploring the sense of touch), my special body

Year 3

Summer Term 2 – Changing Me!

Stereotyping, Looking ahead to next year

Year 4

Summer Term 2 – Changing Me!

How did I get here? Puberty, Staying Safe, Stereotyping

Year 5

Summer Term 2- Changing Me!

Sessions include: Female and male body changes, the reproductive system

Year 6

Summer Term 2- changing Me!

Sessions include: Puberty, body changes, conception and pregnancy

** Teachers should endeavour to stick to the Jigsaw materials as closely as possible and use the correct vocabulary with the children. However, teachers need to use their own judgement as to the specific vocabulary the children are introduced to.*

Teaching Strategies

It is essential that we help children develop confidence in talking, listening and thinking about sex and relationships. To help this we will incorporate some or all of the following strategies:

- Negotiating with children the 'ground rules' as to what is acceptable in the classroom;
- Using distancing techniques to depersonalise discussions, for example, role play, case studies, videos, theatre groups;
- Preparing with how to deal with unexpected questions or comments from children;
- Introducing the accepted biological vocabulary (as opposed to colloquialisms) and using it at all times;
- Showing respect for personal privacy and giving the children 'the right to pass' if they do not want to discuss a particular topic;
- Encouraging children to show respect for the opinions of others;
- Creating an atmosphere characterised by trust, honesty and confidentiality;
- Presenting sensitive issues using a balanced approach, free from personal bias;
- Encouraging reflection.

The teaching of sex and relationships within our school will be the responsibility of each class teacher. In service training as well as opportunities for teachers to work together will be created to support the programme.

Working with Parents

Key points:

- Parents are the key people in teaching their children about sex, relationships and growing up;

- Parents will be informed on the content of our sex and relationships education programme through an initial launch, our annual new parents meeting for reception children and within our Sex and Relationships Parent Information Leaflet.

This policy will be distributed amongst each member of the teaching staff and reviewed every three years.

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