



WHITEFIELD PRIMARY SCHOOL

SEX & RELATIONSHIPS POLICY 2016/17

OVERVIEW

The school's approach to, and the content of, its sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. In this school effective sex and relationship education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will not be delivered in isolation. It will be firmly rooted within PSHE, RE and other relevant parts of the curriculum. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of stable and loving relationships, respect, love and care. It is not concerned with the promotion of sexual orientation or sexual activity.

Sex Education should provide pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It should encourage the development of personal and interpersonal skills, the awareness and respect of self and others and it should encourage reflection and responsibility.

OBJECTIVES

1. To help and support young people through their physical, emotional and moral development.
2. To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.
3. To help learners develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help learners understand and deal with difficult moral and social questions.
5. To teach sensitively, and when appropriate for learners, about sex, sexuality, and sexual health.
6. To help learners understand the importance of stable and loving relationships, respect, love and care.

STRATEGIES

1. The governing body and head teacher will develop and review this Sex and Relationship Education policy to ensure that this policy reflects the culture of the community we serve.

2. Learners will be taught about the nature and importance of stable and loving relationships and bringing up children.
3. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
4. Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice
5. Sex and relationship education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society. It will prepare pupils to meet the opportunities, responsibilities and experiences of adult life.
6. Sex and relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
7. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures on young people in today's society.
8. There will be a graduated, age-appropriate, programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.
9. Parents will be consulted as and when appropriate if there are to be significant changes to the policy.

OUTCOMES

Effective sex and relationship education will be achieved through a whole-school approach which will ensure that the school's policy and educational programme is tailored to the age and physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively.

Revised and adopted by the Governing Body November 2016

Sex and Relationships

In our original 2008 publication references were made to Lancashire Support Materials boxes which are available for Lancashire primary schools to borrow.

These resource boxes are now housed with regional custodian schools.

A full list of the contents of these boxes can be found in the Appendix of this document.

A list of custodians of the boxes may be obtained from the Lancashire PSHE web site.

Overview

Sex and Relationships	Early (R andKS1)	Middle (LKS2)	Later (UKS2)
Relationships	<ul style="list-style-type: none"> ▪ friends..choosing, falling out, making new friends ▪ co-operating and team building ▪ teasing and aggression ▪ best friends 	<ul style="list-style-type: none"> ▪ respect for others ▪ challenging stereotypes ▪ celebrating diversity ▪ awareness of the needs of others ▪ how do others see me? ▪ my friends ▪ my acquaintances ▪ belonging to a community 	<ul style="list-style-type: none"> ▪ different types of relationships ▪ what constitutes a good relationship ▪ resolving relationship problems ▪ same sex families ▪ family argument ▪ stepping stones in relationships ▪ support systems
Personal growth and change	<ul style="list-style-type: none"> • me myself and others • growing from young to old • correct terminology for parts of the body • birth of animals • a new baby in the family • birth of a new family member 	<ul style="list-style-type: none"> ▪ my changing body ▪ my changing feelings and emotions ▪ types of relationships ▪ stereotypes 	<ul style="list-style-type: none"> ▪ building self-esteem ▪ seeking advice and help ▪ keeping safe ▪ other issues ▪ ambitions and personal goals ▪ independence ▪ fitting in with peers ▪ taking responsibility ▪ acceptable social behaviour
Families	<ul style="list-style-type: none"> ▪ families..people who help us • family situations • sharing and caring • love between family members • different family situations • living with one parent 	<ul style="list-style-type: none"> ▪ families. ▪ belonging to a family ▪ what makes a good parent? ▪ unconditional love of a parent • different family situations ▪ second marriages and merged families 	<ul style="list-style-type: none"> ▪ families ▪ parenting ▪ unconditional love of a parent ▪ trust ▪ changing family situations ▪ the law and family life

Sex and Relationships	Early (R and KS1)	Middle (LKS2)	Later (UKS2)
Personal Safety	<ul style="list-style-type: none"> ▪ hygiene ▪ playing safe ▪ safe/unsafe ▪ basic rules ▪ places of danger ▪ getting lost ▪ me and my secrets ▪ its OK to tell ▪ worries ▪ touches good and bad 	<ul style="list-style-type: none"> ▪ hygiene ▪ risky behaviour ▪ self-respect ▪ my personal space ▪ good and bad secrets ▪ good and bad touches ▪ children's rights ▪ my support networks ▪ who can I tell? 	<ul style="list-style-type: none"> ▪ keeping safe ▪ recognising hazards ▪ touching ▪ risk ▪ internet use and social networking ▪ grooming both online and personally ▪ who can help me? ▪ keeping safe in sexual relationships ▪ domestic violence
Emotions and Feelings	<ul style="list-style-type: none"> ▪ recognising feelings ▪ feeling good ▪ co-operation, sharing and respect ▪ developing self-confidence 	<ul style="list-style-type: none"> ▪ self esteem ▪ expressing feelings and emotions ▪ how feelings affect behaviour ▪ recognising changing emotions ▪ developing the language of feelings 	<ul style="list-style-type: none"> ▪ building self esteem ▪ how emotions change during puberty ▪ worries and change ▪ what is love? ▪ responsible behaviour
Sexual Relationships		<ul style="list-style-type: none"> ▪ birth of a baby ▪ growth of a baby to adolescence ▪ caring for a baby – what are the costs? ▪ puberty 	<ul style="list-style-type: none"> ▪ puberty ▪ sexual intercourse and conception ▪ giving birth and parenting ▪ me as a sexual being ▪ sexuality including lesbian, gay, bi and trans ▪ Sexually Transmitted Infections (STIs) prevention of infection ▪ planning a family ▪ contraception
Morality		<ul style="list-style-type: none"> ▪ being true to themselves ▪ who influences my moral choices? ▪ what is meant by a moral code? ▪ simple ethical dilemmas 	<ul style="list-style-type: none"> ▪ moral dilemmas ▪ more difficult ethical problems ▪ influences
Influences		<ul style="list-style-type: none"> ▪ the media 	<ul style="list-style-type: none"> ▪ the media

		<ul style="list-style-type: none">▪ advertising▪ body image expectations	<ul style="list-style-type: none">▪ advertising
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RECEPTION and KEY STAGE 1

Sex and Relationship Education		Years R 1 and 2
CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:	SUGGESTED LEARNING EXPERIENCES Use any previously planned activities that you have in your repertoire, the following are only suggestions Ground Rules for working together should be used
Me, myself others	<ul style="list-style-type: none"> • identify likes/dislikes • talk about themselves • feel good about themselves 	<ul style="list-style-type: none"> • Circle time activities which explore likes/dislikes, similarities and differences. • Use Channel 4 'Living and Growing' Unit 1 video. • Activities to build self esteem and self confidence.
Growing from young to old	<ul style="list-style-type: none"> • understanding the concept of growing from young to old 	<ul style="list-style-type: none"> • Compare differences in boys and girls. • Compare photos of now and then. • Sequencing pictures of baby, toddler, infant, teenager, adult. • Role-play areas - baby clinics, hospitals. • Celebrate birthdays - use story - 'Happy Birth Day'. • Read/discuss 'Love You Forever'.
Correct terminology	<ul style="list-style-type: none"> • name the correct words for the external parts of the body 	<ul style="list-style-type: none"> • Draw round a body and label it. Discuss family names for parts and correct names for classroom use. Discuss 'doctor's words' for parts of the body. • Use jigsaws, anatomically correct dolls etc to label parts. • Use body boards to establish terminology. <p><i>Children should use correct terminology. At this age, penis, vagina and breasts would be appropriate. This should be included in the sex and relationships policy. Parents should be made aware of this but do not have to give their permission for this. These are doctors words. Colloquialisms may be used at home but they may be very regional words which are not universally understood</i></p>
Birth of animals	<ul style="list-style-type: none"> • know and understand life processes of humans and other animals 	<ul style="list-style-type: none"> • Use story books about animals and their offspring. • Talk about small classroom animals that have offspring e.g. mice, rabbits. • Match baby animals to parents. • Life cycle of a butterfly, chicken, sheep, frog. • Use Channel 4 'Living and Growing' video Unit 1 materials.
New baby in the family	<ul style="list-style-type: none"> • know and understand life talk about new babies in families • understand that a baby takes nine months to develop • realise that babies need a lot of care • understand their place in a family 	<ul style="list-style-type: none"> • Pictures showing how a baby develops over nine months. • Circle time rounds about who has brothers/sisters and how they felt when they were born. • Measuring pregnant mums tummy each month. Looking at scan pictures of the unborn baby. • Mother and baby to visit- bath / feed a baby, talk about the care of a baby. • Read stories about babies. • Talk about how pupils could help at home with the new baby. <p><i>Some pupils may have scan pictures of themselves or brothers and sisters.</i></p>

CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:	SUGGESTED LEARNING EXPERIENCES Use any previously planned activities that you have in your repertoire, the following are only suggestions Ground Rules for working together should be used
<p>Family situations</p> <ul style="list-style-type: none"> - birth of a new family member <p>Different family situations</p> <ul style="list-style-type: none"> - living with one parent <p>Hygiene</p> <ul style="list-style-type: none"> - basic HIV and Hepatitis education <p>Playing safe</p> <ul style="list-style-type: none"> - safe/unsafe - basic rules 	<ul style="list-style-type: none"> • use listening skills • begin to understand time span • think about the impact of a new sibling and the change in family life <ul style="list-style-type: none"> • be aware of different culture • understand that not all families are the same <ul style="list-style-type: none"> • maintain personal hygiene e.g. washing, cleaning teeth, toilet routines. • know correct procedures for washing hands and demonstrate use. • understand germs can be transferred. • think about personal responsibility. • show awareness of the need to use universal practices <ul style="list-style-type: none"> • use simple rules for dealing with people and situations • tell someone the basic rules for keeping themselves safe. • identify hazards and dangers in and out of class • recognise and value people and organisations working to keep children safe 	<ul style="list-style-type: none"> • Use stories to talk about new family members. • Look at photographs of children as babies – discuss the changes and how they developed. • Role play / use dolls / bath real baby to explore the needs and care of a baby. • If appropriate encourage them to help mum. • Learn a song to sing to the baby. <ul style="list-style-type: none"> • Explore traditions /customs of their families. • Talk about extended families. • Look at photographs of different family situations e.g. children with dad only, children living with mum only, reconstituted families e.g. dad and new family, children’s homes e.g. Dr Barnado’s. • Use stories such as ‘My Mum, our Dad’. <ul style="list-style-type: none"> • Role model by teacher and demonstration of washing and drying hands. • Home corner - practise washing hands. • Glue and glitter or talc on one child's hand. Demonstrates how easily germs can be spread. Discuss with the class how the glitter has spread. • Wiping tables when preparing food, washing fruit, knives and forks. • First-aider wears plastic gloves to role model good practice. <p><i>Health and Safety Policy.Risk assessments.If food is tasted, check for allergies. Guidance documents on managing HIV and Hepatitis in school. There is some overlap here with aspects of the Healthy Lifestyles unit.</i></p> <ul style="list-style-type: none"> • Reinforce school rule about leaving the building. • Discuss staying in school and the collection by an adult at the end of the day. • Talk about sharp implements and the dangers of picking them up. Focus on the rule - Don't pick up sharp implements. Don't pick up spent needles. Get an adult to deal with it. • First-aider wearing plastic gloves. • Role model good practices. Pupils are shown how to put gloves on. • Think about why they need to take care and be safe in what they do. • Know who they are, where they live. <p><i>There is overlap here with the safety unit</i></p>

CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:	SUGGESTED LEARNING EXPERIENCES Use any previously planned activities that you have in your repertoire, the following are only suggestions Ground Rules for working together should be used
<p>Families</p> <ul style="list-style-type: none"> – people who help us <p>Friends</p> <ul style="list-style-type: none"> – choosing – falling out – making new <p>Co-operating and team building</p> <p>Respect</p>	<ul style="list-style-type: none"> • understand why families are special for caring and sharing • value the way in which their family is special • show respect by listening to what others say • make friends, talk to them and share feelings • consider the value of being a friend • co-operate with others in work and play, share and take turns • respect others needs, feelings and opinions 	<ul style="list-style-type: none"> • Draw someone special and explain why they are special. • Use circle time to explore what it means to be special. • Mirror in a biscuit tin activity in circle time¹. (if you have used this activity before it will not work again!) • Make cards for each other. • Talk about who helps us in school – display ‘who’s who?’ • Use Health for Life 4-7 p 82 and p173. • Use Circle Time to explore: <ul style="list-style-type: none"> ○ what is a friend? ○ why have friends? ○ what is a good friend? ○ skills for making friends ○ can you be friends with the opposite sex? ○ what does it mean to be married? • Circle time games with a focus on co-operation, taking turns to speak. • Sing songs - 'London Bridge' 'Beans in the Pot'. • Circle time rounds on what respect means. • Use any relevant poems or stories.

¹ Mirror in a biscuit tin activity – Activity sheet
WHITEFIELD PRIMARY SCHOOL SEX EDUCATION POLICY 2016/17 FINAL

KEY STAGE 2 YEARS 3 and 4

Sex and Relationship Education		Years 3 and 4
CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:	SUGGESTED LEARNING EXPERIENCES Use any previously planned activities that you have in your repertoire, the following are only suggestions Ground Rules for working together should be used
<p>My Changing Body</p> <ul style="list-style-type: none"> • understand that their bodies will change • understand and cope with the physical changes that take place at puberty • use the language to describe changes and feelings • discuss why being different can provoke teasing and know why this is unacceptable • discuss appropriate hygiene products and demonstrate their use • feel good about their bodies <p>My changing feelings and emotions</p> <ul style="list-style-type: none"> • recognise their changing emotions • add to their feelings vocabulary • understand that privacy is a natural requirement 	<ul style="list-style-type: none"> • understand that their bodies will change • understand and cope with the physical changes that take place at puberty • use the language to describe changes and feelings • discuss why being different can provoke teasing and know why this is unacceptable • discuss appropriate hygiene products and demonstrate their use • feel good about their bodies <ul style="list-style-type: none"> • recognise their changing emotions • add to their feelings vocabulary • understand that privacy is a natural requirement 	<ul style="list-style-type: none"> • Use Health for Life 8-11 p177 for lesson activities. • Use circle time to discuss what is puberty and when does it happen. • List body changes that take place at puberty, sort into categories for boys / girls / both • Read 'Hair in Funny Places'. • Cost out hygiene products for both boys and girls.. talk about sweat glands and the need for keeping clean. • Use puppets to distance worries or concerns about growing up. • Talk about why body shape can cause teasing. <p>Be aware of physical disabilities.</p> <p>Be aware of children in the class that may have reached puberty, be sensitive in discussion.</p> <p>Giggling among children is not necessarily a sign of immaturity, they may have reached puberty.</p> <p>Be aware of any issues within the classroom with regard to teasing about body size, shape and smell.</p> <ul style="list-style-type: none"> • Role play situations in which a difference occurs, Hot Seating - one pupil centre circle reads out a scenario about teasing. - pupils give advice to deal with teasing or prevent it happening. • Self esteem raising activities to enable them to feel good about their bodies. <p>Be aware that eating disorders may come up in conversation</p> <ul style="list-style-type: none"> • Circle time activities to talk about different emotions and feelings. • Expressing feelings in an assertive manner. • Explore the growing need for privacy.. sharing the house.. <ul style="list-style-type: none"> ○ rooms I liked to share when I was 4 rooms I like to share now I am 9 ○ acknowledging that this is OK and part of growing up. <p>Awareness of lack of privacy some children experience in own home.</p> <p>Consider ways of identifying personal space within the classroom.</p>

Birth of a baby	<ul style="list-style-type: none"> understand how a baby develops and is born explore attitudes towards the father's role in birth explore the role of the midwife and other support given to the mother during birth recognise the love shown for a baby by both mother and father 	<p><i>Link to Science work on life cycles of animals – tie this work into the Science work where possible.</i></p> <ul style="list-style-type: none"> Watch the BBC or Channel 4 video birth. Draw out the role of the father in the birth. Focus on the wonder of the new life...use 'How Life Begins'. Talk about all the things needed to be able to look after a baby, toddler, infant, child, teenager. Read stories about how babies are born. <p><i>Ensure birth is covered in the SRE policy.</i> <i>Be sensitive to the fact that this might not be their experience.</i> <i>Consider showing the video of the birth more than once to help overcome any concerns. Often the more it is viewed the easier it becomes to look.</i></p>
CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes	SUGGESTED LEARNING EXPERIENCES
	Pupils are able to:	Use any previously planned activities that you have in your repertoire, the following are only suggestions Ground Rules for working together should be used
Types of relationships	<ul style="list-style-type: none"> understand and accept a wide range of different family arrangements 	<ul style="list-style-type: none"> Talk about second marriages, fostering, extended families and three or more generations living together and same sex relationships. Use literature e.g. 'Children Don't Divorce', 'My Mum Our Dad' 'Living with Mum'. Use circle time to talk about feelings of loss and change. Focus on feelings of sadness, anger, blame, guilt which underpin loss by discussing how they felt when they lost something. Use puppets to explore how we can help and support each other. Draw pictures of their family or an imaginary family. Discuss similarities and differences. What is a normal family?
Hygiene	<ul style="list-style-type: none"> identify safer routes to stop the spread of viruses including HIV 	<ul style="list-style-type: none"> Emphasise the need for washing hands to prevent the spread of germs. Discuss the difference between germs and viruses. Discuss routes of transmission and rule out the myths. Talk about responsibility and consequences of actions. <p><i>The mixing of bodily fluids may be discussed rather than sex, however be prepared for questions of a sexual nature.</i></p>
Self respect	<ul style="list-style-type: none"> be self confident in a wide range of new situations recognise their own worth and identify positive things about themselves value their own body and be accepting of it 	<ul style="list-style-type: none"> Explore through discussions valuing myself and the uniqueness of me. Use any activities which raise self esteem. Having the confidence to say 'no'. Expressing opinions and individuality. Discuss body changes, the need to value their body and the rights they have over their body. <p><i>Body changes just beginning to happen. Pupils sensitive to shape and size.</i> <i>Pupils need to maintain self esteem and feel good about their body</i></p>
Families	<ul style="list-style-type: none"> understand about and accept a wide range of different family arrangements, 	<ul style="list-style-type: none"> Draw a relationship rainbow - draw themselves in the middle of a circle and draw a selection of people they know around themselves. <ul style="list-style-type: none"> Make links in different colours - blue for family, orange for friendship, yellow for people who help us, green for acquaintances, red for people we love. Discuss second marriages, fostering, extended families and three or more generations living together, and same sex relationships. Different family composition - tolerance and acceptance of these differences

CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:	SUGGESTED LEARNING EXPERIENCES Use any previously planned activities that you have in your repertoire, the following are only suggestions Ground Rules for working together should be used
<p>Belonging to a community</p> <p>Belonging to a family</p> <p>Respect for others and challenging stereotypes e.g. homophobic name calling</p> <p>Morality</p>	<ul style="list-style-type: none"> • consider the diversity of values and customs in the school and in the community • know and understand the many relationships in which they are involved • know and understand about the different forms of bullying • consider the feelings of both bullies and victims • know why being different can provoke bullying and know why this behaviour is unacceptable • consider the need for trust and love in established relationships • understand the concept of morality • consider influences on personal morality • begin to understand that individuals form their own moral code 	<ul style="list-style-type: none"> • Show pictures of relationships e.g. lovers, mother and child, sister and brother, friends, professional and child, discuss relationships, how can we sustain the relationships. • Possible links with RE - wedding customs in different religions. <i>Consider different religious values and beliefs within the classroom</i> • Explore in circle time the idea of belonging to a family group. Ways we know our family.... name, features. How do members of our family group show us, tell us, that we belong? • Explore the word 'love' in a relationship. • Use circle time to talk about incidents at playtimes involving name calling e.g. 'you're gay'. • Pupils to work in groups to define the term bullying. • Establish a working definition of bullying for the classroom. • Discuss terminology and children's understanding. • How does name calling make you feel? Discuss feelings of trust and love in friendships. <i>Consider school policies and guidance about definitions of terms e.g. being gay or straight.</i> • Discuss simple moral dilemmas and ethics. • Use stories that explore moral and ethical dilemmas. • What is meant by a moral code? If a person is 'true to themselves' what does this mean? How might our moral code impact on the way we lead our lives.

KEY STAGE 2 YEARS 5 and 6

Sex and Relationship Education		Years 5 and 6
CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes	SUGGESTED LEARNING EXPERIENCES
	Pupils are able to:	<p>Use any previously planned activities that you have in your repertoire, the following are only suggestions</p> <p>Ground Rules for working together should be used</p>
Building self esteem	<ul style="list-style-type: none"> show self confidence in a wide range of new situations recognise their own worth and identify positive things about themselves and others feel good about themselves identify the changes at puberty use correct terminology understand why these changes occur talk about ways of coping with the changes understand the differences between the changes for boys and girls identify issues common to both sexes and talk about them 	<ul style="list-style-type: none"> Circle time activities .. <ul style="list-style-type: none"> I feel good when what I like about myself is. <p>Be aware of children with very low self esteem. Schools should consider the religious context in which they are working and any diocesan guidance that governors wish to follow.</p> <ul style="list-style-type: none"> Use leaflets and websites for information.(eg.FPA) BBC video – view section on puberty. Label drawings of male and female to show the changes at puberty. Talk about how their bodies are getting ready for adulthood. Draw a personal time line for growth. Read stories about growing up. What does grown-up mean. Channel 4 Living and Growing Unit 3 Girl Talk/ Boy Talk /Lets Talk about Sex. <p>Encourage pupils to take leaflets home and discuss with parents. Good practice would be to use relevant snippets of video and stop regularly to discuss and clarify understanding</p>
How emotions change during puberty	<ul style="list-style-type: none"> recognise their changing emotions understand the role of hormones in mood swings recognise that others have the same/different feelings to themselves and that is all part of growing up consider how they feel about their growing, developing body 	<ul style="list-style-type: none"> Groups of 6 cards each group (love, anxiety, elation, moodiness, anger, jealousy) Each take a card and acts out emotion – others in group guess. <ul style="list-style-type: none"> discuss times when they have felt the emotion what caused it and how did they deal with it do they feel this emotion now more than when younger? feedback to class. Mood swings talk about the tension these can cause at home and discuss solutions. Feelings out of control what causes these feelings and what can be done to help? Recognising and reading body language. Expressing feelings assertively.

Sexual intercourse and contraception	<ul style="list-style-type: none"> identify the main stages of reproduction and the human life cycle 	<ul style="list-style-type: none"> Pupil questionnaire to ascertain what children already know, understand and want to find out from the content of future lessons. BBC or Channel 4 Video – section on how a baby is made.
CONTENT	<p>LEARNING OUTCOMES Knowledge, skills and attitudes</p> <p>Pupils are able to:</p>	<p>SUGGESTED LEARNING EXPERIENCES</p> <p>Use any previously planned activities that you have in your repertoire, the following are only suggestions</p> <p>Ground Rules for working together should be used</p>
<p>Giving birth and parenting</p> <p>Seeking advice and help</p> <p>Keeping safe</p> <p>Other issues</p>	<ul style="list-style-type: none"> understand that their actions have consequences anticipate results and adjust behaviour accordingly realise the responsibility of looking after a baby identify places where they can find help understand how to keep safe identify hazards draw up a list of safety tips know safety rules, basic first aid and where to get help understand the concept of infection and routes of transmission gain basic knowledge about different methods of contraception ask questions discuss ethical/moral issues in more depth clarify misunderstandings 	<ul style="list-style-type: none"> BBC or Channel 4 Video – section on giving birth. Flour Babies by Anne Fine Activity – give each child a bag of flour to look after – discuss how difficult or easy this was. Visit help lines and websites. Information notice board with telephone numbers etc posted. Practice asking for help from a friend, adult, professional. <p>Teachers should be familiar with the Disclosure/Confidentiality Policy and the Safeguarding policy for their school.</p> <ul style="list-style-type: none"> Role play realistic situations...going out/meeting new people..e.g. meeting a friend in town, at a disco, meeting older boy/girl who want to go off somewhere ...what do you do? Where do you go? How do you keep safe? Practice assertive techniques, saying 'no'. Talk about the consequences of differing situations. Draw up a list of advice... tell, take a phone, don't be alone. <p>Use a Protective Behaviours approach to explore more fully.</p> <ul style="list-style-type: none"> STIs e.g. HIV on increase 10% teenagers have Chlamydia. Discussion of use /types of contraception to prevent STIs and unwanted pregnancies. <p>Be aware of: Religious context of school. Parents workshops on the content of SRE curriculum. Individuals/families who are HIV positive</p> <ul style="list-style-type: none"> The use of a question box may bring up some of the following <ul style="list-style-type: none"> miscarriage multiple births termination IVF surrogacy

- medical ethics
- morals.

CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes	SUGGESTED LEARNING EXPERIENCES
<p>Ambition and personal goals</p> <p>Independence</p> <p>Changing family situations</p> <p>Media influence</p> <p>– body image</p>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> ● recognise their own dignity and worth ● identify positive things about themselves ● form opinions and articulate them. ● understand how early pregnancy may impact upon their life ambitions <ul style="list-style-type: none"> ● understand personal safety issues <ul style="list-style-type: none"> ● consider the diversity of lifestyles ● understand how changes in the law affect family life ● think about changing partners, step parents, same sex partners <ul style="list-style-type: none"> ● recognise when choices are affected by the media and other influences ● understand how advertising influences supply and demand 	<p>Use any previously planned activities that you have in your repertoire, the following are only suggestions</p> <p>Ground Rules for working together should be used</p> <ul style="list-style-type: none"> ● Use a life line activity to discuss individual needs and wants in the future e.g. holidays, houses, families, college, cars. Discuss how these may change if a pregnancy occurred at the age of 14 years...how would things change? ● Discuss media scenarios e.g. 'soap' stories. ● Talk about why/reasons for early pregnancy - focusing on self esteem. ● Discuss the contribution fathers make through their earnings to the welfare of children. ● Cost out how much a child costs. <p><i>Teenage pregnancy rates high in North West. Ambition/goals/good self esteem in life help to prevent teenage pregnancy.</i></p> <p><i>Termination may come up through discussion</i></p> <ul style="list-style-type: none"> ● How to use mobile phones/knowing how to make emergency calls, how to ask for help. ● Discuss their role and responsibility to keep safe. ● Practise decision making skill activities. Use realistic scenarios for problem-solving e.g. you have come out of the cinema, no taxis, no friends with you, what would you do? <ul style="list-style-type: none"> ● Use media articles/TV to explore same sex relationships/families. ● Discuss differing family situations. ● Define terms such as lesbian, gay, bisexual, transsexual. ● Acknowledge how changes in the law have affected the rights of individuals and partners e.g. .same sex partners adopting children, rights over housing, pensions. <ul style="list-style-type: none"> ● Use magazines/pictures to examine the way in which they portray 'body beautiful' for male and female. Discuss how this fits in with average size 16. ● Use Dove You tube clips to stimulate discussion about air brushing and the perception of the 'perfect body.' ● Use Christmas time to talk about presents and 'what's in'. <p><i>Anorexia and Bulimia can affect children as young as 9 and boys can also be affected. Link also to drug education e.g. steroids</i></p>

<p>The Media</p> <ul style="list-style-type: none"> - TV - teenage magazines - internet 	<ul style="list-style-type: none"> • debate morale issues • think about and discuss the suitability of late night TV, internet sites and magazines 	<ul style="list-style-type: none"> • Circle time discussion about moral dilemmas raised by current TV story lines. • Discussion to focus on the appropriateness of pupils accessing late evening TV programmes, pornography sites on the internet and teen magazines • Circle time discussion as and when appropriate depending on news items at the time or what the pupils might ask questions about. <p><i>Governors and parents ought to be made aware that some of these issues may come up through question. Clear guidance on answering questions should be in the SRE policy.</i></p> <p><i>Child sexual exploitation and child prostitution may be an issue in locality and might need addressing</i></p> <p><i>Teachers should be aware of the Bailey Review of the Commercialisation and Sexualisation of Childhood published in 2011.</i></p>
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CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes	SUGGESTED LEARNING EXPERIENCES
<p>Grooming</p> <p>Keeping safe</p> <ul style="list-style-type: none"> - preventative measures - sexual relationships <p>STIs including HIV and Chlamydia</p> <p>Using condoms</p>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • understand the term grooming and its associated risks • use protective behaviours approach to keep safe from grooming • identify a sexual relationship • value the special nature of this type of relationship • understand that safer routines can stop infections • identify safety issues • recognise different ways of keeping safer 	<p>Use any previously planned activities that you have in your repertoire, the following are only suggestions</p> <p>Ground Rules for working together should be used</p> <ul style="list-style-type: none"> • Talk about grooming a cat or dog... how does it make the animal feel. relaxed, purrs, confident, feels cared for, loved. Relate this to grooming of a child. How might someone make you feel relaxed, confident, cared for loved? Explain that the word Grooming is the word police use to describe what happens. • Discuss ulterior motives in both online and face to face relationships. • How might an adult pretend to be your age and your friend? What should you watch out for? How can you test the person? Can you ever be 100% sure they are who they say they are? <p><i>Do parents know about the CEOP² website?</i></p> <p><i>SRE policy to acknowledge sensitive issues.</i></p> <ul style="list-style-type: none"> • Discuss boy/girlfriend relationships and how this is different from having a boy/girl who is a friend. • Talk about affection between children and parents. How this is different from affection shown by girl/boy friends. • Discuss sexual relationships and talk about when? how old? where? this type of relationship would develop. <ul style="list-style-type: none"> • Use puppets as a distancing technique to identify safety issues in a sexual relationship. Talk about early pregnancy/ STIs/HIV and how these may be prevented. <p><i>Governors and parents to be aware that these issues may be brought up by pupils.</i></p> <p><i>High rates of STIs in teenagers e.g. Chlamydia. HIV on increase in heterosexual population.</i></p> <p><i>School to consider consulting with pupils to determine need before making decisions about whether this is appropriate or not for this age group.</i></p> <p><i>Staff INSET on STIs prior to delivery.</i></p> <ul style="list-style-type: none"> • Show selection of protective items e.g. pack of contraceptive pills, pack of condoms. Talk about how these would keep you safer.

² CEOP Website - Appendix 4
WHITEFIELD PRIMARY SCHOOL SEX EDUCATION POLICY 2016/17 FINAL

<p>What is love?</p>	<ul style="list-style-type: none"> • consider the need for trust and love in established relationships 	<ul style="list-style-type: none"> • Group work spider web of love and children write all their thoughts about meaning of love. Use as a discussion focus to talk about different sorts of love. • Conclude that being loved will make you feel cared for, understood, respected, there will be give and take.
<p>Responsible behaviour</p>	<ul style="list-style-type: none"> • identify suitable places to meet people • consider safety issues when going out and meeting people • understand requirements of acceptable social behaviour 	<ul style="list-style-type: none"> • Role play going out and meeting people e.g. meeting a friend in town, at a disco, meeting an older boy/girl who wants to go somewhere - what do you do? Watch role play examples and discuss implications. • Revisit the concept of a moral code and being true to yourself. • Talk about who they tell about where they are going. • Discuss how alcohol might make them behave in an unacceptable way. •