



**Talavera Junior School**  
**Healthy Relationships (Sex Education)**

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**Signed:** \_\_\_\_\_ **(Policy Owner)**

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**Signed: \_\_\_\_\_ (Governor Approval)**

**Print Name: \_\_\_\_\_**

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## Talavera Junior School Healthy Relationships (Sex Education)

Our Healthy Relationships policy is inter-connected with our PSHE education curriculum and the two policies should be read in conjunction. All of our PSHE learning is age and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and carers whilst balancing this with imparting the knowledge and skills needed to live happy and safe lives now and in the future. We believe that all schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes which is why Healthy Relationships forms one week out of a consistent and developed PSHE curriculum. In addition to this policy, we expect staff to follow the Code of Conduct, modelling positive behaviours for pupils.

### What is SRE?

Sex and Relationships Education (referred to at Talavera Junior School as Healthy Relationships) is an integral part of the PSHE curriculum, based on effective teaching of children's physical, moral and social development. Through clear, sensitive and effective teaching, it aims to provide children with an understanding of stable, positive and loving relationships and an honest and informative awareness of sex, sexuality and sexual health. Crucially, it does not encompass the promotion of sexual orientation or activity.

SRE comprises of 3 main elements, including:

- Attitudes and Values- developing an understanding of love, respect and care and the importance of values and moral considerations to help children become valuable future citizens of modern Britain
- Personal and Social Skills- learning to manage emotions, develop self-respect and to make wise and informed choices in person and online

- Knowledge and understanding- understanding physical changes, gaining awareness of human sexuality and learning about contraception and appropriate, available advice services.

Our SRE curriculum is closely matched to the most recent Department for Education guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. The full document can be viewed on the government's website.

### **Relationships Education**

Relationships Education encompasses a wide range of topics and is fed throughout the PSHE curriculum to support pupils throughout the year with their social, personal, moral and emotional development. It includes, but is not limited to, the different make up of families, how we can be good friends, how to keep ourselves safe in relationships and how friendships can impact our mental health in a positive or negative way. We also look at mental and physical health, knowing that these can impact our relationships. Relationships Education is delivered by the class teacher alongside the class LSA. Any 1:1 support adults are also in attendance. The timetable is adapted to ensure that this is possible. This allows us to best support every pupil at their developmental stage. See the medium-term plan for more detail.

### **Sex Education**

In year 6, students have one lesson which includes Sex Education. This is focused on the biological facts of conception and how pregnancy is begun. It uses only cartoon images from the Christopher Winter Project (Teaching SRE with Confidence in Primary Schools). It does not encourage a particular lifestyle and does not explore the idea of contraception. Parents have the right to withdraw from this element of the Healthy Relationships Week only. Sex Education is delivered by the class teacher alongside the class LSA. Any 1:1 support adults are also in attendance. The timetable is adapted to ensure that this is possible. This allows us to best support every pupil at their developmental stage. See the medium-term plan for more detail.

### **Provision**

Governors of Talavera Junior School believe that it is important for children to have opportunities to have Sex Education. All children are entitled to SRE. Within the Science curriculum, it is statutory that children are given the opportunity to develop an understanding of Sex

Education in relation to living things. Furthermore, lessons will focus on positive relationships, having self-esteem and self-respect and guidance on making good choices.

Discrete SRE lessons will be given to all pupils throughout the themed 'Healthy Relationships Week' during the summer term, with the aim of providing the children with an awareness of how their bodies are/ will be changing. Teachers will follow planning produced by the Deputy Head Teacher and PSHE Lead, using images from the Christopher Winter Project (Teaching SRE with Confidence in Primary Schools). All material is sensitive to the children's ages and stages of development.

All pupils will explore a range of families, for example single-parent families, same-sex families, divorced families. Pupils in Upper Key Stage 2 will think about LGBT+ concerns in slightly more detail, although still in an age-appropriate way. This may take the form of thinking about other ways families may have a baby or how people may feel that their biological gender is not who they are. The teaching does not promote a particular lifestyle. However, it is important that the children feel safe and comfortable to explore their concerns or enquiries.

Before Sex and Relationships units are taught in the Summer term, there will be a parent consultation which will give the opportunity to share ideas and concerns, anonymously if desired. Following DfE guidance, the school will then plan its delivery of SRE taking these opinions and suggestions into account. The school withholds the right to make decisions in delivery which are contrary to parental opinion if it believes that it is in the best interests of the child and is age-appropriate.

The full medium-term plan for Healthy Relationships can be viewed in Appendix 1. Only year 6 pupils undertake Sex Education and this is taught sensitively, by all class teachers.

### **Monitoring and Evaluation**

The monitoring and evaluation of SRE provision will occur alongside that of PSHE. The methods used to evaluate the effectiveness of teaching and learning will include:

- Lesson observations
- Analysis of lesson planning and topic overviews

- Skills statements completed by both teachers and pupils
- Monitoring of written activities completed within books
- Parent survey responses being analysed
- Children's survey responses being analysed

### **Parental Rights and Involvement**

Parents have the right to withdraw their children from non-statutory aspects of Sex Education. Opportunities will be given for parents to view materials used by the school and to talk further with staff about the material covered in lessons. Where possible, should a parent wish to borrow materials used, opportunities will be provided. The school is aware of cultural approaches to Sex Education and that some parents may want to teach their own children Relationships and Sex Education. In this instance, resources will be available for parents to use and alternative arrangements will be made to accommodate the child during the programme. Under new DfE guidance, parents have the right to share their opinion of a school's proposed SRE curriculum. This can be done in two ways: at the parent consultation workshop or on the parent survey which is sent to all parents and carers once the planning has been made available to view online. Talavera Junior will also conduct a child conference to ascertain opinions on the efficacy of the teaching once it has been completed. This will be used to inform next year's planning and delivery.

The school aims to answer questions which arise during Sex Education in a manner appropriate to their age and maturity. In the event a question causes concern, the Designated Safeguarding Lead team will decide on a course of action.

### **Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (s.149 of the Equality Act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>11</sup>, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.



Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects.

All pupils have the right to know how to stay safe in relationships. Regardless of academic attainment or developmental stage, the curriculum is designed to be accessible to all. The school's SEN policy is represented through the use of differentiation boxes on tasks. Class teachers who know the pupils well deliver the lessons, alongside the class LSA. In addition, if a pupil has a 1:1, this adult will also act as a support. At the parent consultation, parents and carers are given the opportunity to raise concerns about their child's ability to access the curriculum. The curriculum is also available on the school's website once the consultation has been completed so that parents may view it.

Talavera Junior is dedicated to representing the modern world as well as our community. For this reason, we have chosen to use the Christopher Winter Project images which include characters of different races. Where other images are used (for example, when the planning includes images of different families), these represent a wide range of genders, races and disabilities. We also want to do better in our representation of the world and welcome comments from parents and carers at the parent consultation.

We reflect a range of families in our planning, include same-sex families. Year 6 explore the concept of gender dysmorphia in an age- and developmentally-appropriate way.

### **Pupil Voice**

At Talavera Junior, the voice of our pupils is very important to us. We listen to their concerns and enquiries all year and use these to inform our planning to make sure that it is as effective as possible in supporting them to stay safe in relationships. We also ask pupils to complete a child survey after the lessons and these also inform the following year's planning.

Pupils may choose to make disclosures following Healthy Relationships. The handling of these will follow the school's Child Protection policy.

## Appendix 1:

<b>Intent</b>	PSHE forms the bedrock of society as the subject in which children learn how to function as helpful, kind and productive members of a society which is ever-changing. Without the support of PSHE, children may find it difficult to learn how to manage their emotions, how to form strong and appropriate relationships, and how our world works. In Healthy Relationships, it is vital that we provide our children with the tools to make sensible, informed decisions about their own bodies, their relationships with others and their own responsibilities in the world. Our main priority is to safeguard children by equipping them with the skills and knowledge that they need to be successful and healthy in modern Britain. Our Healthy Relationships policy should be read in conjunction with the Medium-Term Plan, alongside the Equality policy, PSHE policy and all Safeguarding policies. We are dedicated to balancing the support we offer to children with engagement with our community and will hold yearly workshops. At these, Senior Leaders will be available to discuss the curriculum with parents and carers. In addition, we will hold a survey for pupils to express how helpful they found the Healthy Relationships learning in order to ensure that we are providing the most up-to-date and effective curriculum possible. We are dedicated to ensuring our Healthy Relationships is inclusive and accessible, through scaffolded or supported tasks, and through representation of a range of genders, ethnicities, family types and other on resources. We are consistently working on this.		
<b>Year 3</b>			
<b>Lesson 1: To explore different types of relationships</b>	<b>Lesson 2: To understand when relationships are not safe and how to get support</b>	<b>Lesson 3: To explore the differences between males and females and name their specific body parts</b>	<b>Lesson 4: To explore the link between physical and mental health</b>
<b>Philosophy: What is a parent's main job?</b> Different types of families	<b>Philosophy: "You are as safe as you can be online because no one can touch you." Do</b>	<b>Philosophy: Do you think that only doctors should use medical language?</b>	<b>Philosophy: Which is more important: your physical or mental health?</b>

<p>and how these are similar or different to our own family structure</p> <p>Different emotions our families experience</p> <p>Qualities and attributes of a family</p> <p>Recipe for a friend - and our own responsibilities</p> <p>Barriers to building strong friendships</p> <p>World citizenship - respect and tolerance for others</p>	<p><b>you agree or disagree?</b></p> <p>Difference between unhealthy/ toxic relationships and those which have upset us</p> <p>Different types of touch</p> <p>Consenting to types of touch</p> <p>Personal space</p> <p>How to behave and speak in friendships</p> <p>How unhealthy relationships impact our mental health</p> <p>Where to get support</p>	<p>Exploration of difference between males and females</p> <p>Gender stereotypes</p> <p>Language of biological differences</p> <p>Purposes of different body parts</p> <p>Appropriateness of differing levels of dress</p>	<p>Worries and the impact of a negative thought cycle</p> <p>Where children experience worries</p> <p>How to overcome worries</p> <p>Impact of positive mental health, actions and language</p>
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There is an expectation that class TAs and 1:1s will be present in all Healthy Relationships lessons. This is to support in both a safeguarding capacity and to ensure that the most vulnerable pupils (including pupils with SEND) are adequately supported. All teachers will have received training to allow them to lead more open discussions. All children will have the opportunity to ask questions anonymously.

**Year 4**

<p><b>Lesson 1: LO: To explore different types of relationships</b></p>	<p><b>Lesson 2: To understand when relationships are not safe and how to get support</b></p>	<p><b>Lesson 3: LO: To explore the physical and emotional changes in puberty</b></p>	<p><b>Lesson 4: LO: To explore the link between physical and mental health in puberty</b></p>
<p><b>Philosophy: Is family the most important thing in the world?</b></p>	<p><b>Philosophy: "People you don't know are the most dangerous." Do you agree?</b></p>	<p><b>Philosophy: Should we talk about our mental health?</b></p> <p>Lifecycles and where puberty</p>	<p><b>Philosophy: Only medical professionals can help with mental health. True or</b></p>

<p>Different types of families and how these are similar or different to our own family structure</p> <p>Qualities needed to make a strong family</p> <p>Attributes of a friend</p> <p>Our roles and responsibilities in a friendship</p> <p>How to improve friendships: sharing, honesty, showing appreciation and personal attributes</p> <p>Barriers to improving friendships</p> <p>World citizenship - respect and tolerance for others</p>	<p>Difference between unhealthy/ toxic relationships and those which have upset us</p> <p>Building resilience in our relationships</p> <p>Types of touch and the right over own bodies</p> <p>Consent</p> <p>Language use - changing thoughts to more appropriate</p> <p>Best qualities and how unhealthy relationships can impact this</p> <p>Online safety</p> <p>Where to get support</p>	<p>fits into them</p> <p>Language associated with puberty, including for genitalia</p> <p>Physical and emotional changes during puberty</p> <p>Menstruation, including period product use, access to period products and concerns surrounding "normal" periods</p> <p>Emotional impact of puberty</p> <p>Supporting each other to encourage positive emotions</p>	<p><b>false?</b></p> <p>Discuss of how physical health can benefit mental health</p> <p>Nutrition - food plate and creation of own snack</p> <p>Self-regulation</p> <p>Yoga and meditation</p> <p>Team work and communication</p> <p>The importance of building things</p> <p>Self-care stations</p> <p>Where to get support if needed</p>
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<b>Year 5</b>			
<b>Lesson 1: LO: To explore different types of</b>	<b>Lesson 2: Session 2 LO: To understand when</b>	<b>Lesson 3: LO: To explore the physical and emotional</b>	<b>Lesson 4: LO: To explore the link between physical and</b>

relationships	relationships are not safe and how to get support	changes in puberty	mental health in puberty
<p><b>Philosophy: When something is yours, it's private. True or false? Why?</b></p> <ul style="list-style-type: none"> <li>Types of families</li> <li>Our own families</li> <li>Roles within families</li> <li>Privacy versus safety</li> <li>Attributes of friends</li> <li>Ways to show attributes of ourselves</li> <li>Resolving conflicts</li> <li>Active citizenship</li> <li>Fundamental human rights</li> <li>Link between positive relationships and good mental health</li> </ul>	<p><b>Philosophy: What is the most important thing to remember when online?</b></p> <ul style="list-style-type: none"> <li>What are child-on-child crimes?</li> <li>Examples and opportunity to discuss how to get help.</li> <li>How to resolve child-on-child issues online</li> <li>Consequences of online or inappropriate behaviour</li> <li>Sexual image sharing and how to get support</li> <li>Privacy versus safety</li> <li>Recognising coercive control</li> <li>Saying no</li> <li>How and where to get help - particularly from third parties</li> <li>Impact of negative relationships on our mental health</li> </ul>	<p><b>Philosophy: Should we talk about our mental health?</b></p> <ul style="list-style-type: none"> <li>Human lifecycle</li> <li>Language associated with puberty, including for genitalia and reproductive organs</li> <li>Physical and emotional changes during puberty</li> <li>Menstruation, including period product use, access to period products and concerns surrounding "normal" periods</li> <li>Wet dreams and erections</li> <li>Hygiene and the importance of keeping ourselves clean</li> <li>Physical health and its impact on our mental wellbeing</li> </ul>	<p><b>Philosophy: Does everyone have mental health?</b></p> <ul style="list-style-type: none"> <li>Discuss of how physical health can benefit mental health</li> <li>Nutrition - food plate and creation of own snack</li> <li>Self-regulation</li> <li>Yoga and meditation</li> <li>Team work and communication</li> <li>The importance of building things</li> <li>Mindfulness activities</li> <li>Where to get support if needed</li> </ul>

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both a safeguarding capacity and to ensure that the most vulnerable pupils (including pupils with SEND) are adequately supported. All teachers will have received training to allow them to lead more open discussions. All children will have the opportunity to ask questions anonymously.

**Year 6**

Lesson 1: LO: To explore different types of relationships	Lesson 2: LO: To understand when relationships are not safe and how to get support	Lesson 3: LO: To explore the link between physical and mental health in puberty	Lesson 4: LO: To understand the facts of conception	Lesson 5: LO: To explore peer pressure and our transition to secondary school
<p><b>Philosophy: Some relationships are impossible to have. Do you agree?</b></p> <p>Types of families Our own families Roles within families Attributes of friends Qualities within ourselves to encourage friendship Next steps for ourselves with regards to friendship Barriers to attaining</p>	<p><b>Philosophy: Can adults ask for help in relationships?</b></p> <p>Strangers Safe interactions with strangers Safe interactions with peers Cyberbullying and how to act Use of social media Consenting to interactions Recognising coercive control</p>	<p><b>Philosophy: Should we talk about our mental health?</b></p> <p>Human lifecycle Language associated with puberty, including for genitalia and reproductive organs Physical and emotional changes during puberty Menstruation, including period product use, access to period products and concerns surrounding "normal"</p>	<p><b>Philosophy: When are you grown-up?</b></p> <p>Human lifecycle Life experiences and where in our lives people may choose to have a family Facts of conception Consent A child's right to their own body and image, including where to get help Different family structures</p>	<p><b>Philosophy: Doing what my friends do is the easiest option. Do you agree?</b></p> <p>Elements of a healthy relationship Peer pressure and its impact on young people Pressure to appear a certain way Posting images and videos without consent Drawing boundaries in new relationships Reality versus fake</p>

next steps Being a world citizen Voluntary service and its benefits Fundamental human rights Link between positive relationships and good mental health	Saying no How and where to get help - particularly from third parties Impact of negative relationships on our mental health	periods Wet dreams and erections Hygiene and the importance of keeping ourselves clean Physical health and its impact on our mental wellbeing	Gender identity and its link to conception	Revision of how to say no
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**Year 3 Hub:** Due to the expanding nature of our SEND provision, the academic year 2022-23 will have additional planning for children in year 3. Each year, this provision will be extended. Children will complete their additional Healthy Relationships learning in summer 1 before taking part in the full year group's curriculum in summer 2.

<b>Lesson 1: LO: To explore a range of emotions that I might feel</b>	<b>Lesson 2: LO: To understand when someone is a friend or a stranger</b>	<b>Lesson 3: LO: To explore what it means to be a friend</b>	<b>Lesson 4: LO: To understand our bodies and the importance of consent</b>
<b>Philosophy: Everyone has emotions. True or false? I'm a Feel-o-Saur and discussion of the emotions</b>	<b>Philosophy: Everyone I don't know is dangerous. True or false? Role play of safer adults and</b>	<b>Philosophy: Friends always get along. True or false? Sequence story of The Squirrels who Squabbled and</b>	<b>Philosophy: My body is private. True or false? Exploration of appropriate levels of dress through use of</b>

<p>mentioned</p> <p>Exploration of when negative emotions help</p> <p>Practice identifying emotions using mirrors</p> <p>Exploration of ambitious emotional language and whether it suggests positive or less positive feelings</p> <p>Identification of emotions in scenarios</p> <p>Exploration of the scenarios which could generate emotions</p> <p>Discussion of the physicality of emotions</p>	<p>the identification of them when in an unknown environment</p> <p>Exploration of adults and children that we know and whether we trust them</p> <p>Explore reasons for trusting someone</p> <p>Discuss inadequate reasons for trust</p> <p>Apply ideas explored in lesson to philosophy starter</p>	<p>discuss the emotions felt</p> <p>Identify whether behaviour and traits are indicative of friendships</p> <p>Practice of friendship skills and identification of examples children should try to achieve</p> <p>Reframe negative language to come up with a more positive resolution to conflict</p> <p>Exploration of language used online and how to stay safe when using devices</p>	<p>dolls, including the use of correct scientific language</p> <p>Discussion about adults who may see our private body parts and why</p> <p>Identification of circles of trust</p> <p>Exploration of body language and the information that it gives us</p> <p>Application of body language understanding</p> <p>Discussion of ways to say no to unwanted behaviours and opportunity to practise this, including online</p> <p>Discussion of safe adults to tell if something happens we don't like</p>
<p><b>Learning outside the classroom: Adult and child narration of emotion during play</b></p>	<p><b>Learning outside the classroom: Discussion of adults we can ask for help during weekly local trip</b></p>	<p><b>Learning outside the classroom: Adult and child narration of friendship skills and attributes demonstrated through play</b></p>	<p><b>Learning outside the classroom: Adults to support in identification of when children do not respect personal space and gently</b></p>



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