

Westhouses Primary School



Sex and Relationship Education Policy

Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	06.07.2023	Juliette Whitby	
2.0	12.12.24	Juliette Whitby	Following discussions with parents, we were requested to consider teaching about menstruation in year 3 and 4.

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
1.0	06.07.2023	FGB	

This policy and curriculum content was agreed in consultation with parents, governors and staff. Input from these parties was sought again for the revision in 2024.

Contents

1.What is Sex and Relationship Education?	Definition	3
	Why do we teach SRE in primary school?	3
	Aims and Objectives	3
2. How is SRE provided and who is responsible for providing it?	PSHE	4
	Science	6
	Sensitive issues	6
	Confidentiality	6
	Materials used	7
	Co-ordinator name and contact	7
3. How is SRE monitored and evaluated?	Programme review	7
	Pupil outcomes	7
	Pupil and teacher feedback	7
	Responsiveness to pupil, health and	
	Community needs	7
4. What is the role of parents/carers		8
5. When, how and by whom will the policy be reviewed?		8

1. What is Sex and Relationship Education?

Definition

According to DfE Sex and Relationship Education Guidance 2000, Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health (where age appropriate).

SRE has three main elements: attitudes and values; personal and social skills; and knowledge and understanding.

Why do we teach Sex and Relationship Education at primary school?

SRE is a legal requirement. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

The National Curriculum Science orders across all key stages sets out the sex education elements which schools must provide for all pupils. This covers the biological aspects of sex education. However, it is widely recognised that sex education should be more than solely science if it is to meet children's needs. Sex and Relationship Education is all about helping young people to respect themselves and others and understand difference. It is about helping children to develop confidence in themselves and form safe and positive relationships with those around them.

SRE is about preparing children for the changes they will experience as they get older. Many children are maturing earlier. Approximately ten percent of girls start their periods while at Primary School (Sex and Relationship Education at Primary School: Sex Education Forum Factsheet 5). It is, therefore, important that pupils are provided with factual information and have the opportunities to discuss their feelings and concerns. This preparation should help pupils to manage and understand the emotional and physical changes they and their peers will experience during puberty.

Aims and Objectives

At Westhouses, the main aims of our SRE programme are to:

- support and help young people to make responsible and well informed decisions about their lives;
- help pupils develop healthy and respectful friendships and relationships;
- help and support them through their physical, emotional and moral development;
- promote pupils' respect for themselves and others;
- develop pupils' confidence in themselves;
- promote an understanding of the need to live confident, healthy and independent lives;
- help pupils deal with difficult moral and social questions;
- help pupils to value family life and stable relationships;
- provide pupils with accurate information;

- foster appreciation of the responsibilities of adulthood and parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of their bodies and describe how their bodies work;
- can protect themselves and ask for help and support; and are prepared for puberty and understand changes and emotions that occur in the opposite sex.

Whilst teaching these units of work, we will:

- provide accurate information which is easy to understand and relevant and appropriate to the
- age and maturity of the children;
- provide a secure environment in which children can ask questions and talk about issues;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and development of positive attitudes;
- challenge prejudice and stereotyping;
- cater equally for the needs of boys and girls.

2. How is SRE provided and who is responsible for providing it?

PSHE

SRE will not be taught in isolation. It will be planned and delivered through the Changing Me strand of our Jigsaw PSHE scheme. It is an ongoing part of our PSHE programme from Reception onwards. 'The emphasis is around skills development and relationship education, with only a small proportion of time given to biological aspects. Emotional health and well-being features in relationships education, particularly when addressing issues around friendships and peer pressure'

The following areas are taught in the Changing Me unit in Summer 2(using Jigsaw):

Reception:

- Name parts of the body
- Respecting my body – things I can do and foods I can eat to be healthy
- Growing Up – understand that we all grow from babies to adults
- Fun and Fears – I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1
- Celebration – I can share my memories of the best bits of this year in Reception

Yr1/2:

- What makes a friend; solving friendship problems.
- How am I changing? Keeping safe.
- Boys' and girls' bodies

- Families
- Managing friends; coping when a friendship breaks down; dealing with unwanted behaviour.
- Keeping myself safe; assertiveness.
- How have I changed? How do I feel?
- Boys' and Girls' Bodies

Yr 3/4:

- Comparing pictures of baby animals and their mothers.
- Understanding how babies grow and develop inside their mother (this will not involve conception).
- Discussing male and female gender roles and stereotyping (e.g. household chores)
- Unique Me; understanding that some personal characteristics come from birth parents.
- Outside body changes
- Girls and Puberty – girls' body changes including menstruation
- Circles of change
- Accepting change
- Looking Ahead - discussing what the children will be looking forward to in the coming year.

Yr 5/6:

- Having a Baby; understanding which parts of male and female bodies are necessary for making a baby.
- Friendships; Getting On and Falling Out.
- Girlfriends and Boyfriends.
- Puberty for Girls.
- Puberty for Boys.
- Conception.
- My self image.
- Facing the challenge of puberty.
- Girl talk and boy talk.
- Conception.
- Transition to secondary school.

The more biological aspects of SRE, as detailed below, will be delivered in KS2, where links will be made to the science curriculum:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and
- how they can deal with these; and
- how a baby is conceived and born.

SRE will usually be delivered by the children's class teacher. There has been some discussion amongst staff and parents with regards to the benefit of teaching KS2 boys and girls separately in order to allow them to talk more openly amongst their own sex. We feel, however, that it is important for boys and girls to understand the changes that happen not only to themselves but also to the opposite sex. Most lessons, therefore, will be taught in the children's usual classes and will cover the changes that will happen to both boys and girls as they experience puberty.

Children will be encouraged to talk to their parents at home if there are questions or issues they don't feel comfortable discussing in front of members of the opposite sex whilst in the classroom. Each classroom in KS2 will also have a question box to allow them to ask questions anonymously.

Science

The National Curriculum Science requirements are as follows:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- that humans and animals can produce offspring and these grow into adults

Key Stage 2:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Some of these aspects will be taught alongside the PSHE programme.

Sensitive issues

Issues of a sensitive nature will obviously be brought up during SRE. Children will be able to raise specific issues through the use of a question box. However, in order to be consistent as a school, we have clear parameters about what will be discussed and how certain issues will be handled. These issues will be handled as follows if the children raise them:

Gay relationships/families: teachers will explain that there are different types of relationships and that some people are attracted to members of the same sex. Emphasis will be placed on respecting people regardless of sexuality, just as it would be if discussing gender, race or appearance.

Schools need to deal with bullying, including homophobic or transphobic bullying, so homophobic or transphobic bullying needs to be challenged. Children will be told that using the word 'Gay' as an insult is not acceptable.

Masturbation: the Living and growing programmes used in Yr 5 & 6 briefly mention masturbation as a natural act. If children ask about it, they will be told it is normal and something that is done in private.

Contraception: other than referring to the fact that measures can be taken to prevent having a baby, so people can choose when it's right to start a family, the details of contraception will not be discussed (this is covered in secondary school).

Any questions relating to abortion, HIV/Aids (and sexually transmitted infections) and sexual acts such as oral sex will be referred home as we feel these issues are not age appropriate – they form part of the PSHE curriculum at secondary school.

Confidentiality - see our Confidentiality policy for further details.

As a general rule, teachers and staff cannot promise to keep secrets; disclosures made to staff will be dealt with in accordance with our Confidentiality policy. Clear ground rules will be set with the pupils at the start of the Units in order to clarify confidentiality issues when dealing with sensitive issues. One of these rules will be to not repeat to any one outside the class disclose personal information about others discussed during lessons.

Materials used

All year groups will follow the learning outcomes set out in the Jigsaw scheme of work.

Co-ordinator name and contact

Juliette Whitby (Head)

3. How is SRE monitored and evaluated?

Programme review

At the end of teaching a unit, the teachers involved in delivering the unit will meet with the PSHE/SRE co-ordinator to evaluate and review the unit taught. (See Pupil and Teacher Feedback).

Pupil outcomes

Our assessment of PSHE is currently being reviewed. Teachers will aim to keep a list of the main learning outcomes as stated on the plans (foundation, standard and extension) and record children's progress against these outcomes.

Pupil and teacher feedback

At the end of a unit of work, especially the KS2 units, opportunities will be given for pupils to reflect upon the content of the unit. They will be given a questionnaire to ask for their opinions, e.g. what new information have they learnt? What new skills did they practise? Which activities did they enjoy/find helpful? What did they think of the videos used? Was anything missing – what else would they have liked covered?

The PSHE/SRE Co-ordinator will meet with the teachers involved in delivering the unit in order to review unit of work and make appropriate changes which also reflect the feedback from the pupils.

Responsiveness to pupil, health and community needs

At the beginning of the Yr 5 and 6 units, pupils will be asked to record what they already know to allow the teacher to review their current knowledge and understanding and ascertain the appropriate level of delivery. Plans can then be adapted accordingly. As outlined above, plans will be also be adapted after the unit has been taught.

4. What is the role of parents/carers?

At Westhouses, we recognise and value the vital role parents play in their children's understanding about sex and relationships. As DfEE 2000 guidance states:

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

We aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform parents about the school Sex and Relationship Education policy and practice;
- Invite parents to view the materials, including videos, used to teach SRE in our school;
- Answer questions parents may have about SRE education their child receives in school;
- Take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for SRE in school.

We appreciate that many parents find it difficult to talk to their children about sex and relationships. Resources will be available for parents to borrow. We also offer an annual meeting in Summer 1 for parents to see the curriculum content and resources and to have an opportunity to discuss the curriculum with teachers and other parents.

Parents have the right to withdraw their children from those aspects of Sex and Relationship Education not included in the Science National Curriculum (human reproduction and growth are part of the National Curriculum Science). In this instance, alternative work would be set.

However, as SRE is delivered within a framework of personal development, and very little emphasis is placed on the biological aspects, we hope that parents will realise the benefits to be gained by pupils from the work they will do in school. We hope that any parent wishing to withdraw their children from the programme will discuss it with the child's teacher, the SRE Coordinator or the Head teacher. A request for withdrawal does not have to be written, but if it is not the school has to confirm in writing that it has been made. A standard pack of information is available from the DfE for parents who withdraw their children from SRE.

5. When, how and by whom will the policy be reviewed?

After being reviewed by the SRE co-ordinator, staff and governors will be consulted to check that our policy reflects our practice and is up to date with current guidance. This will take place every 3 years. If any major changes in the delivery or organisation of SRE occur, then changes will be made accordingly. Parents' feedback regarding our policy is always welcome. Copies will be available to

parents who attend the meetings prior to the units of work being delivered; they can also be obtained from the School Office and school website.