

Sex and Relationships Education Policy



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SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

“Sex and Relationships Education 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars and celebrities' lives become everyone's business; we should talk to our children to help them make sense of it all.

In the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation – but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships.

AIMS AND OBJECTIVES

There are three main elements to our SRE programme:

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Wraysbury Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education at Wraysbury Primary School are:

- Enabling our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teaching our pupils to respect themselves and others so they can move confidently from childhood, through to adolescence and into adulthood.
- Providing a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

SEX AND RELATIONSHIPS EDUCATION IN THE NATIONAL CURRICULUM

The legal requirements are that Wraysbury Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders. ***Parents do not have the right to withdraw their children from these aspects of the Science curriculum.***

At Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults

At Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- 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

SEX AND RELATIONSHIPS EDUCATION IN THE PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) CURRICULUM

At Wraysbury Primary School we teach SRE through our scheme of work for PSHE, called Jigsaw. This scheme has been quality assured by the PSHE association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'. The scheme runs across all year groups from Reception to Year 6 and covers all aspects of personal, social, moral and spiritual education divided in to six themes:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me



Sex and relationships education is taught through the '**Changing Me**' theme in the summer term.

Foundation

Children learn about the concept of male and female and about young animals.

Year 1

Children in year 1 begin to understand the life cycles of animals and humans. They discuss the different ways that they have changed since they were a baby including the different ways their body has changed. The children learn the biological names for all body parts including penis, vagina and testicles. They also talk about the names different families also have for these body parts. They are taught that each time they learn something new they are changing a little bit.

Year 2

In year 2 children build on their learning from year 1 by matching the correct body parts to a boy and a girl. They discuss the function of clothing to keep us warm, to look nice and to keep our private parts private. The children learn about the natural process of growing from young to old and learn that this cannot be controlled. They recognise how their body has changed since they were babies.

Year 3

In year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow.

Children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up.

They start to recognise stereotypical ideas they might have about parenting and family roles.

Year 4

Children in year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent.

They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a sperm meets an egg.

All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this.

They can identify changes that have been and may continue to be out of their control that they have learned to accept.

Year 5

In year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others.

Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise.

The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby.

Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed.

Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

Year 6

Children in year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations.

The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school.

A range of teaching methods are used. Sex and relationship education is usually delivered in mixed gender groups. However, on occasions where it is more appropriate they will be taught in single gender groups.

Consulting Parents

The 'Changing Me' materials and resources that will be used in the school's SRE Programme are available for parents to see in school. A request must be made to the Head Teacher, who will give parents the opportunity to review the resources. As of September 2016, a whole school overview of the SRE objectives will be sent to parents/carers.

Parents have the right to withdraw their children from those aspects of SRE not included in the National Curriculum Science Orders and when this is the case children will work in a different class during these sessions. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

SEX AND RELATIONSHIPS EDUCATION - POLICY AND PRACTICE

- The Head Teacher will have overall responsibility for the provision of the programme and will monitor its implementation recommending any necessary changes to governors as appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate (at the school's discretion).

- If children ask questions outside the SRE Programme, the teachers will use their professional discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child is entitled to receive SRE.
- It is our intention all children have the opportunity to experience a programme of SRE at an age appropriate level.
- The school's SRE Policy is subject to review.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. All classrooms have a 'Jigsaw' post box/ worry box where children can anonymously post any questions that arise from their SRE session.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the year group objectives provision will be made to meet the individual child's needs.

Children with Special Needs

Resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Child Protection / Confidentiality

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Monitoring is the responsibility of SMT. The effectiveness of the SRE programme will be evaluated by assessing children's learning. Change will be implemented if required.

This policy document will be available to Parents via our website.

Links to further reading:

Sex and Relationship Education Guidance: Published by the DfE in 2000

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Sex and Relationships Education for the 21st Century: Published by the PHSE Association

<http://www.pshe-association.org.uk/uploads/media/17/7910.pdf>

Jigsaw Content

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
5	Piece 2 Puberty for Girls	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>
	Piece 3 Puberty for Boys and Girls	<p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
	Piece 4 Conception	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
6	Piece 2 Puberty	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
	Piece 3 Girl Talk/Boy Talk	<p>Ask the questions I need answered about changes during puberty.</p> <p>Reflect on how I feel about asking the questions and about the answers I receive.</p>
	Piece 4 Babies – Conception to Birth	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p>
	Piece 5 Attraction	<p>Understand how being physically attracted to someone changes the nature of the relationship.</p>