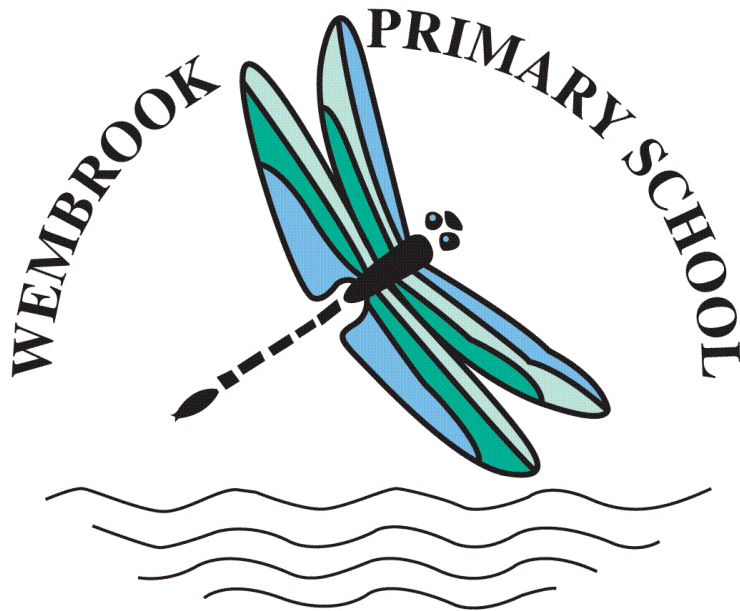


Sex and Relationship Policy



Signed:

Headteacher

Chair of Governors

This sex education policy is in line with the updated DFE guidance document *Sex and Relationship Education Guidance*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

"All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly"

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' DFE Relationships Guidance (9.7.2020 update)

Wembrook Primary School is the largest primary school in Warwickshire. It has over 600 pupils in main stream education and an additional 70+ in our Nursery. The school catchment area covers a wide area comprising of council, housing association and privately owned houses.

The Index of Multiple Deprivation informs us that 25% of our pupils live in the highest 10% most deprived SOA's nationally, with 55% of our pupils living in the top 30% most deprived SOA's nationally (January 2019).

Moral and Values Framework

Much of the biological knowledge pupils need to know is taught within the Science Curriculum, however knowledge is not enough. Our school's RSE program is, therefore, taught as part of, and reflects the values of, the Personal, Social, Health and Citizenship curriculum. Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

We believe that effective RSE enables children to build on their confidence and self-esteem and to understand how to best manage risks and changes. Research for the Department of Health has shown that young people, who have received effective sex and relationship education at home and at primary and secondary school, start sexual relationships later and are less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

We aim to ensure that all children:

- To understand the physical and emotional changes that take place as they grow into adults
- To be prepared for puberty and are sensitive towards their own and opposite gender changes
- To understand human reproduction
- To be able to reflect on what they are learning and consider what RSE information means to them now and in the future.
- To receive an accurate unbiased education,
- To have respect for the diversity of human relationships, for other cultures and faiths.
- To explore the values, attitudes and beliefs that effect their behaviour
- To understand themselves, have respect for themselves and others
- To form and sustain healthy relationships
- To make informed choices about their own relationships
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers, media, social media, internet, TV, family and community.
- To have respect and care for their own and other people's bodies, and to have the confidence to assert their own values.
- To understand the value of loving, respectful and stable relationships.
- To know where they can get support and help from others in relation to sensitive issues.
- To understand the value of families and family life.
- Have had access to a curriculum in which sensitive discussions can take place.

The Teaching Programme for SRE

Legal requirements

All schools must teach the following as part of Science in the National Curriculum. Parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

Year 1

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Year 3

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 4

Animals, including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Year 5

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Year 6

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Foundation Stage

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among

families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes

Teaching of SRE

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at an age appropriate level and with differentiation if required. It is with this in mind, that Wembrook Primary School has adopted the PSHE Association Model from Medway for the teaching of SRE. **The content has been agreed in consultation with governors, parents and teaching staff.**

Organisation of Sex and Relationship Education

There is a designated teacher with responsibility for coordinating sex and relationship education. SRE is delivered through Science, RE, PSHE, Citizenship, English activities and circle times. Sex and relationship education is taught by classroom teachers.

A range of teaching methods which involve the children's full participation are used to teach this subject.

Parents as partners

The school is well aware of the valuable role parents and carers play in their children's relationship and sex education. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. However the new legislation brought in through the Children and Social Work Act 2017 will bring about some important changes in relation to parental rights to withdraw children from school RSE:

- The RSE elements contained in the Science National Curriculum are mandatory for all pupils of primary and secondary age.
- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school
- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum. If a child is withdrawn from these lessons, they remain our responsibility and need to remain in school. If a parent wishes their child to be withdrawn from sex education lessons, they should inform the school in writing, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Parents will be informed when their child's RSE lessons will take place if it is not being delivered in Science. They have the opportunity to speak to staff and if they want to they can view the resources via the schools website.

Confidentiality/Child Protection

Teachers encourage an atmosphere of trust, maturity and sensitivity during RSE lessons. They will discuss Ground Rules with the children, including their rights and the law. The children will be given the opportunities to ask questions and discuss any issues. Questions will be dealt with as openly and sensitively as possible. It is important that teachers deal honestly and sensitively with issues such as sexual orientation, and will answer appropriate questions supportively. Teachers will also take measures to deal with the unacceptability of homophobic bullying.

Teachers need to be 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 LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE

Children with special needs

Teaching and 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.

Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Equal Opportunities Policy and the Equality Act (2010). This means at the centre of the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

Taking Care programme

The RSE teaching at Wembrook Primary School also runs alongside the county wide initiative to keep children safe.

Protective Behaviours is a practical approach to personal safety. It is a program that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by teaching children to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear. Every year each child in our school is given four lessons following the 'Taking Care' model. The sessions are around these two key messages: 'We all have the right to feel safe all the time' and 'There is nothing too awful (or too little) we can't talk about it with someone'