

# St Werburgh's Primary School

## Relationship and Sex Education Policy



### Rationale

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

### Aims

Alongside the above guidance, the school's philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for Sex and Relationship Education sits within this values framework, and will be sensitive towards the cultural and religious values of the pupils at our school.

The objectives of Sex and Relationship Education at St Werburgh's Primary School are

- To further develop personal awareness, confidence and responsibility
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect, care and to develop sensitivity towards the needs of others
- To provide knowledge of loving and supportive relationships, the nature and importance of marriage and family life
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related sexual health issues
- To provide knowledge and understanding of keeping safe and the recognition and management of risk
- To develop positive relationships and respect for difference and diversity and associated prejudice and stereotyping
- To empower children to make informed choices about sex

The provision of Sex Education within school is the responsibility of the Governors, the day to day implementation of Sex Education will fall to the Headteacher in liaison with the Co-ordinator for Personal, Social and Health Education.

### Content

Sex education is taught in the context of the science curriculum as well as the curriculum for Personal, Social, and Health Education. The lessons will be taught discreetly over 6 weeks in the summer term, however due to the cross-curricular nature of the subject, it will also be discussed and taught as and when it arises through normal topic work, particularly in science. There will be a whole school approach - from Reception to Year 6. The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These 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	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
3	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
3	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
3	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
4	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
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
5	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
6	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
6	Piece 4 Babies-Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

At times it may be deemed appropriate for boys and girls to be taught separately to enable them to ask questions which may be more difficult in a mixed group environment, but wherever possible pupils will be taught as a whole class in their appropriate year group.

In addition to the above lessons, children who have permission to participate have a discussion about child protection and safeguarding of which FGM is mentioned. These lessons are taught to all Year 5 and 6 children and are about conversations that are designed to empower young girls to understand their right to be safe and be in control of their bodies is an integral part of this. These lessons are to emphasise what our bodies should look like and that it is not ok or legal for someone to cut or change

them. Reference is made to the posters around the school and how to get help if they are worried about this happening to them or anyone they know. The 2 sessions cover:

- Keeping safe into secondary school
- Being confident in saying say no
- Body changes in puberty
- Violence against women
- Ownership of their bodies, this includes a discussion about FGM.

### **Parental Role and Withdrawal from SRE lessons**

Parents and carers play a central role in their child's learning around the topic of relationships and sex and, as a school, our aim to continually work in partnership with home. St Werburgh's will ensure that parents and carers views are heard and that SRE teaching is culturally appropriate and inclusive of all of our children. Therefore letters informing parents of when the RSE lessons will begin, and inviting them to view any resources being used, will be sent home to the parents of all children.

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory Science National Curriculum. Those parents/carers wishing to exercise their right to withdraw their child are invited in to meet with the head teacher and/or Learning Mentor who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. However, the child must stay in school and will be assigned to another class until the sex education lesson is over.

### **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

On occasion, and when appropriate, health visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2. All visiting Health Professionals and other visitors will only be involved in the implementation of the Relationships and Sex Policy after consultation concerning lesson content and method of teaching. The class teacher will remain in the lesson throughout.

### **Links**

Please refer to policy documents

- Child Protection and safeguarding policy
- Race equality
- PSHE
- Confidentiality

Appendix 1 - Confidentiality policy

Appendix 2 – FGM policy appendix to child protection and safeguarding policy

This policy was updated: November 2017

To be reviewed again: November 2019