

# **Wentworth Primary School**



**Sex Education and Relationships Policy**

**April 2019 to be reviewed April 2022**

This policy was developed in response to Sex and Relationships Education Guidance DfES 2000.

Sex and Relationship Guidance DfES 0116/2000 identifies three main elements of sex and relationship education:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

The purpose of SRE is to support children through their physical and emotional development whilst helping them to understand themselves, respect others and form and sustain healthy relationships. As such, SRE should enable pupils to express their needs and ask for help and support throughout their development, with children nearing the end of Key Stage 2 managing and making sense of the emotional and physical changes during puberty.

### **Aims of our SRE programme**

SRE is delivered through the school's PSHE programme alongside the Science curriculum and promotes the principle of SRE being lifelong learning. Its aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills:

- valuing themselves as unique individuals
- keeping themselves and others healthy and safe
- effective communication, decision making and assertiveness
- knowing how and where to gain information and support and participating in society.

SRE should be set within the wider school context and supports family commitment, love, respect and affection, knowledge and openness.

Pupils and staff are encouraged to share and respect each other's views and be aware of differing family structures, gender identities and sexual orientations with acceptance, though in the absence of any promotion of any particular 'norm'. An atmosphere where questions and discussion take place without stigma or embarrassment is created throughout the school.

### **Teaching of Sex and Relationship Education**

SRE is part of our National Curriculum Science programme, though other aspects are taught in PSHE lessons and with stand alone puberty and reproduction lessons delivered in Years 5 and 6. Through planned lessons in the curriculum, as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills about positive relationships gradually and appropriately.

The PSHE stand-alone puberty lessons focus on basic anatomy, including the physical differences between female and male bodies, using the correct clinical terminology. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. The children will learn about good hygiene considering their own personal hygiene practices and considering new personal hygiene routines relevant to puberty.

Objectives covered over Years 5 & 6:

- To identify male and female sexual parts and describe their functions.
- To use correct and appropriate terminology.
- To understand the physical changes that take place at puberty, why they happen and how to manage them.
- To understand that physical changes happen at different rates for different people.
- To understand how the media, families and friends can influence attitudes to their bodies.
- To know about new aspects of personal hygiene relevant to puberty.
- To understand and accept differences and that everyone is individual (e.g homosexuality, transgender etc.)
- To understand the importance of consent; including how to ask for consent, what enthusiastic verbal consent looks like and how to accept 'no' as normal boundary-setting in a relationship.

### **Teaching Approaches**

In order to ensure children feel comfortable and that pupils do not share personal details about themselves or others it is important to establish ground rules at the start of any sex education and relationship lessons. These are developed with pupils and ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate. Children are encouraged, and given the opportunity, to ask questions to develop their understanding.

### **Inclusion**

We believe that all young people should receive relationship and sex education and therefore offer provision appropriate to the needs of all our pupils, ensuring we are treating all equally and fairly. We will make reasonable adjustments so all pupils can access an SRE curriculum; therefore we intend our policy to be sensitive to the needs of individuals. We also aim to deal sensitively with issues, that children may raise and answer appropriate questions raised as young people need to feel that sex and relationship education is relevant to them. Should concerns arise, please refer to our safeguarding policy on how these matters will be dealt with.

### **Partnership with parents/carers**

Our school is committed to working with parents/carers. Under the Education Act of 1993 parents can withdraw pupils from part of the SRE that is outside the compulsory elements of sex education contained in the Science curriculum. Before the sex education programme is delivered, parents and guardians will be notified and given the opportunity to withdraw their child should they so wish.

### **Monitoring of SRE**

It is the responsibility of the PSHE subject leader to oversee and organise the monitoring and evaluation according to our school's policy. Implementation will be monitored by the Head teacher and PSHE subject lead and reported on to the Governing body.