



WOOL CE VA PRIMARY SCHOOL

Footsteps to Lifelong Learning
Love **Courage** **Empathy** **Respect**



Name of Policy:	Sex and Relationships Policy
Date first adopted:	
How often to be reviewed:	Bi – Annually
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Reviewed:	
Reviewed:	
Reviewed:	
Reviewed By:	Governing Body

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Sex and Relationship Education Policy

Definition of SRE

Sex and Relationship Education (SRE) at Wool CE VA Primary School will be taught sensitively to all and will take into consideration the emotional maturity of our children. Lessons and discussions will be age appropriate and will be delivered to prepare children for the next stages in their development.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships and helps children to understand the issues connected to their own physical and emotional development.

Aims

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. Sex education is part of the Spiritual, Moral, Social and Cultural (SMSC) education in our school. We will teach within a framework of Christian values. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and SRE will be taught in a way that ensures there is no stigmatization of children based on their home/personal circumstances.

The SRE programme encourages the following values:

- equality;
- respect for self and others;
- respect for difference;
- responsibility for their own actions;
- responsibility for their family, friends and wider community;
- the rights of the individual;
- honesty in relationships.

SRE Provision

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

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We believe SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance
- Be provided within a holistic context of emotional and social development across all settings.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that the wider community has much to offer (e.g. outside agencies)

We teach children about the knowledge, attitudes and skills needed to manage relationships confidently and sensitively

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship;
- the importance of family life, marriage and stable loving relationships and to raise their self esteem and confidence, especially in their relationships with others;
- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters and to know where to gain access to information and support;
- how to be prepared for puberty and adulthood.

We do this by ensuring children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching through Spiritual, Moral, Social and Cultural (SMSC) learning which can be linked to topics and through other subject areas (for example, in Science, PE and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

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Through SMSC we teach children about relationships, and we encourage children to discuss a range of issues that they may face. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. This includes informing boys that their voices will change during puberty and to girls (separately) about menstruation. We encourage the children to ask for help if they need it.

In Key Stage 2 Science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for Science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main body parts. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Key Stage 2 RE children will learn about the commitment of people of all faiths to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience the onset of puberty at this age. We liaise with the local health authority and Diocese about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care and will not let personal beliefs and attitudes influence their teaching. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects girls and women. We always teach this with due regard to the emotional development of the children.

It is vital that all children know how to keep themselves safe when using the internet and other forms of technology. They need to understand the range of risks that may present themselves and what they should do if they find themselves in difficult situations. (Please see our E-Safety Policy).

Children with special educational needs and disabilities (SEND)

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons. This helps to explain what issues we will be covering, how these are taught, and to see the materials we will use to do this.

Teaching and resources will be differentiated as appropriate to address the individual needs of children, including children with special educational needs and disabilities, in order for them to have full access to the content of sex and relationship education. We welcome any guidance on individual pupils by parents.

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Parents' Role

An overview of the SRE Syllabus will be made available through the publication of this policy on the school website; hard copies may be requested from the school office. We believe it is essential for parent/carers to understand the content of the Sex and Relationship education so parents/carers can give appropriate guidance at home and to enable them to understand what we will be covering in school and when.

Parents/ carers are the primary educators in children's sex education and the main responsibility lies with them to prepare their child for their physical and emotional development. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the teaching of sex education in the school so that parents can work together to support the child with regard to sex education.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents will have the opportunity to view any videos and resources that are being used. Parents will be asked to sign a consent form to say they agree to the sex education curriculum content. Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent is considering withdrawing their child from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of parents in this regard.

Child Protection and confidentiality

Teachers conduct sex education lessons in a sensitive and confidential manner. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a child protection issue. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead for child protection. This will then be dealt with in consultation with Social Care and/or the police. (See Safeguarding Policy.)

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Teachers need to be aware that effective sex and relationship education will bring an understanding of what is and is not acceptable in a relationship and may lead to disclosure of a child protection nature. The staff member will inform the Designated Safeguarding Lead in line with the LEA procedures for safeguarding and child protection. A member of staff cannot promise confidentiality if concerns exist.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. 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, provision would be made to meet the individual child's needs in an alternative way and is likely to involve the support of parents.

Monitoring and Evaluating

Monitoring is the responsibility of the Head teacher and the governor body. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by open discussion with teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing the coverage and outcomes of children's learning. Changes will be implemented as required. This policy document is available on the school website and will be reviewed bi-annually to incorporate any up to date advice and recommendations by the DFE, Diocese and Local Authority.

Links with other policies

This policy is linked with the following policies:

- Equal Opportunities
- Confidentiality
- Behaviour
- Anti-bullying
- E-Safety
- Child Protection

These policies are available on the school website.

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Learning Outcomes:

By the End of the Foundation Stage

Students will be able to

- Recognise that their behaviour can affect other people
- Identify family members and friends and the roles that they play
- Consider ways they have changed physically since they were born
- Recognise some of the proper names for the external parts of the body (specific and age appropriate)
- Describe some of the functions of some parts of the body

Students will know and understand:

- That humans produce babies that grow into children and then into adults
- Why it is important to keep clean
- Basic hygiene routines
- Who they can talk to at home and in school

Students will have considered:

- Different ways they can express their feelings
- How feelings can influence friendships
- How they can help to look after themselves

By the End of Key Stage 1

Students will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Students will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people

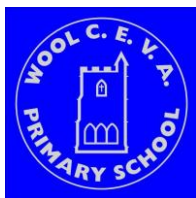
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- Ways in which they are like and different from others that they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Students will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

By the End of KS2

Students will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Students will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- The main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims

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- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Students will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

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