



WIMBLEDON PARK PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Approved: Chair of Governors

Headteacher

Date:

Date

This policy is based on Sex and Relationship Education Draft Guidance **DFES 2018** and Equality Act 2010.

Aims

- To create an environment in which children can develop awareness, respect and understanding of themselves and where they can ask questions comfortably and receive truthful answers.
- To create a positive, non-judgmental culture where SRE is taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents
- To support whole school policies which encourage respect for self and others, e.g. equal opportunities, behaviour.
- To fulfil the school's commitment to safeguarding
- To enable all children regardless of ethnicity, gender, age or ability to acquire the relevant knowledge, values and skills relating to sex education as appropriate for their needs.
- To prepare pupils for puberty, and give them an understanding of physical development and the continuing importance of health and hygiene
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To encourage children to become resilient, happy and successful and foster positive self-esteem.

Definition

Sex and Relationship Education deals with the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and issues of personal identity.

SRE involves a combination of teaching factual information, and the exploration of issues and values.

Delivery and Areas of Study

The programme will be delivered, essentially, by class teachers, although there may sometimes be involvement from an external partner, such as the school nurse, who will be able to enhance the learning by bringing specialist knowledge.

Sex and Relationship Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Sex and Relationship Education is delivered sensitively, having due regard to moral considerations, and grounded within the context of committed relationships and the rich range of life choices which our children and their families experience. SRE is learning about the healthy emotional, social and physical aspects of growing up, relationships, human sexuality and reproduction

The key building blocks of healthy, respectful relationships will be taught alongside the knowledge of what it takes to be healthy.

Early Years

- Consider the routines and patterns of a typical day
- Understand why hygiene is important
- Recognise that all families are different

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- 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
- Appreciate ways in which we people learn to live and work together, listening, discussing, sharing.
- Learn the fundamental rules of treating each other with respect, being kind and honest, developing trust and coping with emotions.
- Ways to keep safe, both in and out of school
- Introduce the concept of male and female and gender stereotypes
- Explore some of the differences between males and females and to understand how this is part of the lifecycle
- Challenging negative stereotypes
- The characteristics of what makes a good friend, which include: trust, loyalty, sharing interests and supporting each other.
- Understand the importance of good manners and courtesy.
- Understand the importance of family and spending time with them
- Explore different types of families
- Knowing that some families may look different to theirs and respecting those differences
- How to be safe

Key Stage 2

- Describe the changes as humans develop to old age
- Explore the differences between males and females and to name the body parts
- Learn about the changes experienced in puberty (physical and emotional)
- Explore how puberty is linked to reproduction
- Understand what is meant by relationships within families, between friends and in the community.
- Know about same sex relationships when discussing different types of families and relationships
- Understand the difference between online relationships and those developed face to face and how to keep yourself safe in both
- Developing personal boundaries
- Know how to recognise who to trust and who not to and how to manage situations, including where to go for advice, if something makes them feel unhappy, unsafe or uncomfortable.
- Consider physical and emotional behaviour in relationships
- Explore positive and negative ways of communicating in a relationship
- Understand that there may sometimes be difficulties in friendships and discover ways of repairing and resolving these conflicts, without resorting to violence.
- Respond safely and appropriately and know who to go to for support and advice
- To use the restorative approach to resolve issues between peers/friendship groups

In particular, in year 5, pupils will learn about the changes that occur in puberty and in year 6, pupils will learn about sexual reproduction, both using the Living and Growing videos and supporting materials developed by Channel 4. Pupils in years 5 and 6 will be taught these lessons in same gender groups.

Roles and Responsibilities

Governors

The Governing body will approve the SRE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of SRE.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way;
- Modelling positive attitudes to SRE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE.

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Parents' right to remove their child from aspects of SRE

Parents have the right to withdraw their children from the non-statutory components of SRE. These are those elements of SRE that are not contained the National Curriculum. At Key Stages 1 and 2, those statutory components may be summarised as:

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

Each year, a letter is sent home, outlining what is taught and when it will be delivered. Parents are invited to discuss their concerns with the year group leaders and are invited to view the resources that will be used with their child's class.

Following that, requests for withdrawal need to be put in writing and addressed to the Headteacher. A copy of such requests will be placed in the pupil's educational record.

This policy should be read alongside the school's Child protection and Safeguarding policy and the school's PSHE curriculum.