

# **WHOLE SCHOOL POLICY FOR SEX AND RELATIONSHIP EDUCATION**

Wensum Junior School



## **Policy Consultation & Review**

This policy is referred to on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy has been agreed by the Governing Body in May 2017. It is due for review on May 2020.

Signature

Headteacher

Date

Signature

Chair of Governors

Date

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## Statement of intent

At Wensum Junior School, we understand the importance of educating pupils about sex and relationships in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health." The programme will be taught objectively and does not intend to promote any form of sexual orientation.

## Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

## 1. Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 2' 2014

## 2. Organisation of the programme

2.1. The sex and relationship education programme draws on the programme of study devised by The Christopher Winter Project. This ensures that the relevant science and PSHE content are also delivered through the SRE programme.

- 2.2. A minimum of one day each half term will be dedicated to specific, age-appropriate topics as set out in The Christopher Winter Project (see below).
- 2.3. Elements of the topics for key stage 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught.

**3. Key stage 2** (please see appendix 2 for further details about our four year SRE plan)

3.1. Pupils in Year 3 are taught:

- to explore the differences between males and females and to name the body parts.
- to consider 'touch' and to know that a person has the right to say what they like and dislike.
- to explore different types of families and who to go to for help and support.

3.2. Pupils in Year 4 are taught:

- to explore the human life cycle.
- to identify some basic facts about puberty.
- to explore how puberty is linked to reproduction.

3.3. Pupils in Year 5 are taught:

- to explore the emotional and physical changes occurring in puberty.
- to understand male and female puberty changes in more detail.
- to explore the impact of puberty on the body and the importance of hygiene. To explore ways to get support during puberty.

3.4. Pupils in Year 6 are taught:

- to consider puberty and reproduction.
- consider physical and emotional behaviour in relationships.
- to explore the process of conception and pregnancy.
- to explore positive and negative ways of communicating in a relationship.

3.5. During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

**4. Training of staff**

- 4.1. All staff members at the Wensum Junior School will undergo training on an annual basis to ensure they are up-to-date with the sex and relationship education programme.
- 4.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## **5. Delivery of the programme**

- 5.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 5.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 5.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 5.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in our school's E-safety Policy (inc. safe use of mobile devices), and Acceptable Terms of Use Agreement.
- 5.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 5.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 5.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 5.8. Teachers will focus heavily on the importance of healthy relationships, and sensitivity will always be given so as to not stigmatise pupils on the basis of their home circumstances.
- 5.9. At Wensum Junior School we understand that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 5.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 5.11. The school will inform parents / carers via a letter at the start of each academic year providing them with the rationale supporting the programme and a copy of the content that will be delivered across the key stage. The letter includes an invitation to contact the school with any queries / concerns regarding our SRE programme.
- 5.12. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

## **6. Working with parents**

- 6.1. At Wensum Junior School we understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- 6.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 6.3. Parents/carers will be informed about the content of the programme at the start of each academic year. Other correspondence will be made as required.
- 6.4. The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.
- 6.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 3 – Science national curriculum.

## **7. Equal opportunities**

- 7.1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.
- 7.2. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **8. Confidentiality**

- 8.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 8.2. Teachers must, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse in accordance with the school's published safeguarding procedures.

## **9. Bullying incidents**

- 9.1. At Wensum Junior School we have a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 9.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- 9.3. These incidents will be dealt with following the process in our Anti-bullying Policy. The head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **10. Monitoring and review**

- 10.1. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator on an annual basis.
- 10.2. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.
- 10.3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

## **Appendix 1 – Sample letter to parents/carers**

(February 2017)

Dear Parent/carers,

Nowadays there is a vast amount of, sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc which young people may have access to, and this can sometimes make an already confusing time seem even more complicated! Therefore, as part of the school's Personal, Social and Health Education programme your child will soon receive lessons on relationships, sexual health and puberty.

The purpose of Sex and Relationship Education (SRE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what you are already doing at home.

The key aims of SRE are to:

- 1 Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
- 2 Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- 3 Foster self-awareness and self-esteem.
- 4 Develop a sense of responsibility and respect for themselves and others.

The 4-year school plan for SRE can be found on the back of this letter (appendix 2)

If you have any concerns about any of this, please contact your child's class-teacher.

Mark Swan (SMSC/PSHE/SRE co-ordinator).

## Appendix 2 – 4 Year SRE programme (2017 – 2021)

### SRE Programme - *Health and wellbeing and relationships*

**Year 3:** Valuing difference and keeping safe

**Year 4:** Growing up

**Year 5:** Puberty

**Year 6:** Puberty, relationships and reproduction

Term	Year group	intentions and outcomes
Autumn term	3	LI: To explore the differences between males and females and to name the body parts. LO: Know some differences and similarities between males and females. Name male and female parts using agreed words.
	4	LI: To explore the human lifecycle. LO: Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up,
	5	LI: To explore the emotional and physical changes occurring in puberty. LO: Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.
	6	LI: To consider puberty and reproduction. LO: Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.
Spring term	3	LI: To consider touch and to know that a person has the right to say what they like and dislike. LO: Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.
	4	LI: To identify some basic facts about puberty. LO: Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty.
	5	LI: To understand male and female puberty changes in more detail. LO: Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes.
	6	LI: Consider physical and emotional behaviour in relationships. LO: Discuss different types of adult relationships with confidence. Know what form of touching is appropriate.
Summer term	3	LI: To explore different types of families and who to go to for help and support. LO: Understand that all families are different and have different family members. Identify who to go to for support.
	4	LI: To explore how puberty is linked to reproduction. LO: Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce.

	<b>5</b>	LI: To explore the impact of puberty on the body and the importance of hygiene. To explore ways to get support during puberty. LO: Explain how to keep clear during puberty. Explain how emotions change during puberty. Know how to get support and help during puberty.
	<b>6a</b>	LI: To explore the process of conception and pregnancy. LO: Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.
	<b>6b</b>	LI: To explore the positive and negative ways of communicating in a relationship. LO: To have considered when it is appropriate to share personal / private information in a relationship. To know how and where to get support if an online relationship goes wrong.

### Appendix 3 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li> <li>• To recognise and compare the main external parts of the bodies of humans.</li> <li>• That humans and animals can produce offspring, and they grow into adults.</li> <li>• To recognise similarities and differences between themselves and others.</li> <li>• To treat others with sensitivity.</li> </ul>
Key stage 2	<ul style="list-style-type: none"> <li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li> <li>• About the main stages of the human life cycle.</li> </ul>
Key stage 3	<ul style="list-style-type: none"> <li>• That fertilisation in humans is the fusion between the egg and sperm.</li> <li>• About the physical and emotional changes that take place during adolescence.</li> <li>• How the foetus grows and develops.</li> <li>• How the growth and reproduction of bacteria and viruses can affect health.</li> </ul>
Key stage 4	<ul style="list-style-type: none"> <li>• The way in which hormonal control occurs, including the effects of sex hormones.</li> <li>• The medical uses of some hormones, including the control of fertility.</li> <li>• The defence mechanisms of the body.</li> <li>• How sex is determined in humans.</li> </ul>