



### Sex and Relationships Education Policy

This policy has been drawn up in consultation with the Local Authorities “Children and Young People’s Health Improvement Team, teaching staff, parents, governors and the Schools Nursing Service.

This policy is available on request to the entire school community. A copy of the policy will be found on the staff shared area and the school website online.

### West Park Primary School

West Park Primary is a multicultural school that caters for children between the ages of 3 and 11 years of age and is located near to Wolverhampton city centre. We currently have approximately 320 children on roll.

The school is situated in a disadvantaged area and we have a highly significantly transient school population. Some 48% of our pupils have registered an entitlement to free school meals.

The majority of our pupils are from ethnic minority families. We have a high percentage of children for whom English is not a first language and approximately 5% of our children are new arrivals to the country with very limited English, if any at all. The last time we audited we had 31 languages spoken by the children in school.

***West Park prides itself on its nurturing, caring ethos and we feel this as one of the strengths of the school. We aim to ensure that school is a happy place and somewhere children can feel valued and safe. We feel that the good teaching of SRE helps to develop this ethos and prepare children for later life.***

### What is sex and relationships education?

At West Park we believe that Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. At an appropriate level for our children it is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. (Taken from Sex and Relationships Education Guide DfEE 2000)

SRE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

We are also mindful of the more recent guidance contained within the SRE for the 21<sup>st</sup> Century document produced by the PHSE Association, Brook and the Sex Education forum. This document is endorsed by the government but does not contain any statutory guidance. This document can be viewed here:

[www.sexeducationforum.org.uk/media/17706/sreadvice.pdf](http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf)

#### **Other related policies and documents:**

- PSHE Policy
- Safeguarding /Child Protection Policy
- E-safety policy
- Anti-bullying policy
- Confidentiality policy
- Science Policy

#### **Policy Aims**

At West Park we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to year 6.

### **Attitudes and Values**

- To learn the value of respect, love and care
- To learn to value and respect ourselves and others
- To develop an understanding and valuing of diversity
- To promote a positive attitude to healthy lifestyle and keeping safe (including online)
- To develop an understanding of the value of family life and an appreciation of the many different types of family.

### **Personal and Social Skills**

- To learn how to identify and manage emotions confidently and sensitively
- To develop self-respect and empathy for others
- To develop communication skills with peers, school and family
- To learn how to assess risk and to develop strategies for keeping safe
- To develop the ability to give and secure help
- To develop an understanding of difference and an absence of prejudice.

### **Knowledge and Understanding**

- To recognise and name the main external parts of the body including agreed names for female and male body parts
- To know the basic rules for keeping themselves safe and healthy
- To know about human life processes such as conception, birth and puberty
- To develop an understanding of the physical and emotional aspects of puberty
- To know who can provide help and support.

### **Delivery of SRE with in school**

Our SRE curriculum is delivered predominantly by the class teacher or teaching staff with in our school from years 1 to year 6. Our school will be using the scheme called Growing Up and Relationships which has been produced by the LA (see Appendix for lesson content overview). Children will be taught in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. During years 4, 5 and 6 appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of SRE in school.

### **Teaching and learning approaches**

A wide variety of teaching and learning approaches will be used to teach SRE. These will include:

- use of circle time
- DVD's
- mind mapping
- discussions
- drama / role play
- games-bingo, ice breakers
- problem solving
- working alone, in pairs or larger groups of children and with children they would not normally work with
- involvement of visitors to work with the children i.e. school nurse

### **The teaching of Sex and Relationship Education**

SRE is delivered within time tabled curriculum lessons. The majority of SRE is non-statutory so is therefore delivered in our PSHE curriculum. Statutory elements are delivered within science as per the National Curriculum. Our school intends to help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- use of appropriate materials
- encouraging reflection

### **Ground Rules**

The use of ground rules is a fundamental tool in creating a safe and secure learning environment within PSHE lessons. Given the often sensitive nature of topics within SRE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given for example,

Establish ground rules with the children and recap at the beginning of each lesson.

- Listen carefully

- Take turns to speak
- Respect each other's contributions
- No personal questions
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time.

### **Dealing with questions**

During both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

If a teacher doesn't know the answer this should be acknowledged and if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom (or the school's SRE policy), provision would be made to meet the individual child/young person's needs.

### **Visitors and Outside Organisations**

We believe that visitors can add value to the teaching and delivery SRE because of their expertise; such as a health professional, or a particular style of learning; such as creative arts and theatre in education.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. Where appropriate they will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher/member of staff will be present during the lesson/workshop.

## **Equal Opportunities Statement**

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability or special needs unless it is for reasons of the safety of themselves or others.

We are mindful of statutory guidance from the DfE and Ofsted and also of the legal responsibilities placed upon institutions by the equality act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

## **Parental right to withdraw their child from SRE lessons**

We will keep parents/carers informed of the SRE programme through publishing the content of the programme and policy on the school website and by providing further information / resources on request. Letters will go out to parents prior to SRE lessons.

Prior to the launch of the new scheme Growing Up and Relationships, parents/carers will be invited to a meeting. At this meeting there will be a member of the Children & Young People's Health Improvement Team who will discuss the content of the scheme and answer any questions. We will ensure that parents know that they have the right to withdraw their child from aspects of the programme that are not related to the statutory curriculum. If they wish to do this they will be invited to a meeting to discuss any concerns. Parents and carers have an especially important role to play in SRE as they need to feel confident that the schools programme complements and supports their role. Parents will be encouraged to discuss any queries or concerns with their child's with the head teacher. Provision will be made for any children who are withdrawn from non-statutory SRE lesson.

## **Child protection and confidentiality**

Confidentiality in SRE lessons will be in accordance with the school's Confidentiality Policy.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the head teacher/designated child protection person in line with the child protection policy. A member of staff cannot promise confidentiality if concerns exist. Ground rules will be used in class to effectively manage disclosures.

## **Visitors**

Any visitors who come in to school to assist with the delivery of PSHE and SRE will be bound by the policies of the school.

## **CPD**

SRE training was delivered to all teaching staff in April 2016 by the Children and Young People Health Improvement Team manager, on the new local SRE primary curriculum for Wolverhampton schools. This has helped us to develop a whole school approach to SRE starting in Early years (Topic- Our Bodies) up to Year 6 (Conception). We aim to develop knowledge that is built upon year after year.

## **The role of key individuals in supporting SRE in school**

### **Governing Body will:**

- approve the teaching of SRE in school and monitor its delivery through annual reports from the Head teacher.
- be responsible for the review and approval of the schools SRE policy

### **The Head Teacher will:**

- keep the governing body fully informed by reporting annually on the provision of SRE at governors meeting
- work closely with the PSHE co-ordinator to ensure the successful operation of the school's SRE policy
- ensure staff requests for SRE training are considered

### **PSHE Co-ordinator will:**

- oversee the day-to-day operation of the school's SRE policy
- contribute to do or organise the in-service training of staff as necessary
- liaise with outside agencies e.g. school nurse service, Children and Young People's Health Improvement Team
- ensure that the appropriate resources are available for the teaching of SRE and are kept in a central resource location.
- review and monitor the teaching of SRE and the school policy as requested by the Head teacher

## **How will SRE be monitored and evaluated?**

- The input of visitors is monitored and evaluated by staff and pupils and this evaluation will inform future planning.
- The policy will be monitored by the PSHE Coordinator, the head teacher and the
- governors.

- The policy will be reviewed bi-annually unless there is new legislation or guidance from the government.
- The content of lessons will be monitored against the curriculum plans to ensure appropriate content is delivered by staff.
- The school takes part in the bi-annual Health Related Behaviour Survey which is an ideal opportunity to monitor pupil opinion, knowledge and behaviours across a range of lifestyle issues.
- The coordinator will monitor assessment opportunities within lessons e.g. pre/post baseline activities such as draw and write etc. to inform the review process of content within SRE lessons.

**The member of staff responsible for reviewing this policy is**

Miss Shara Fox

Date of Policy: September 2016

Date for policy review: July 2018

Signed by headteacher: *BJones*

Signed by governor: *RAshwell*

## Appendix 1

### Content of SRE teaching in each year group

#### Growing Up & Relationships Key Stage 1 Content Overview

	Year 1	Year 2
<b>Lesson 1</b>	<b>Thinking about those who are important to you</b> <ul style="list-style-type: none"> <li>I know the people who are important to me</li> </ul>	<b>Recognising and dealing with our feelings</b> <ul style="list-style-type: none"> <li>I can recognise a range of feelings in other people</li> <li>I can use words to describe a bigger range of feelings</li> <li>I know who I can ask for help with big feelings</li> </ul>
<b>Lesson 2</b>	<b>Families &amp; Care</b> <ul style="list-style-type: none"> <li>I know there are different types of families</li> <li>I know people I can ask for help.</li> </ul>	<b>Understanding being loved and cared for</b> <ul style="list-style-type: none"> <li>I can tell you when I feel loved or cared for</li> <li>I can tell when I love or care for someone</li> <li>I understand that if someone leaves me they still love me</li> </ul>
<b>Lesson 3</b>	<b>Special people</b> <ul style="list-style-type: none"> <li>I can tell you about different people who can help me</li> <li>I know where and how to ask for help</li> </ul>	<b>Differences – boys and girls</b> <ul style="list-style-type: none"> <li>I know that boys and girls are different, but that there things that are the same</li> <li>I know some people have fixed idea about these differences</li> </ul>
<b>Lesson 4</b>	<b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>I know that we are all special in different ways</li> <li>I can name some differences between boys and girls</li> </ul>	<b>Male and female &amp; naming body parts</b> <ul style="list-style-type: none"> <li>I can tell you some differences between males and females</li> <li>I know the correct name for parts of the body</li> </ul>
<b>Lesson 5</b>	<b>How we change</b> <ul style="list-style-type: none"> <li>I know that some changes are natural and happen by themselves</li> <li>I can tell you how I have changed since I was younger and how I might change in the future.</li> </ul>	<b>Correct names for our private parts</b> <ul style="list-style-type: none"> <li>I can label and tell you the correct names of male and female body parts</li> <li>I know why it's important to know the proper names</li> </ul>
<b>Lesson 6</b>	<b>Keeping Clean</b> <ul style="list-style-type: none"> <li>I know how to keep clean and look after myself</li> </ul>	<b>Secrets &amp; surprises</b> <ul style="list-style-type: none"> <li>I know the difference between a good secret and a bad secret</li> <li>I can tell you different people who I can talk to and ask for help</li> </ul>

## Growing Up & Relationships Key Stage 2 Content Overview

**School Nurse  
Supported Delivery**

	Year 3	Year 4	Year 5	Year 6
<b>Lesson 1</b>	<p style="text-align: center;"><b>Self-Esteem</b></p> <ul style="list-style-type: none"> <li>To see oneself as special and unique.</li> <li>To recognise strengths, abilities and personal characteristics.</li> <li>To have begun to build self-esteem and confidence by looking at their skills and achievements.</li> </ul>	<p style="text-align: center;"><b>Changes</b></p> <ul style="list-style-type: none"> <li>To consider the changes that can take place in our lives and those of others.</li> <li>To discuss the feelings associated with change and how these are different for different people.</li> <li>To appreciate that as we change we are able to do different things and develop different interests.</li> </ul>	<p style="text-align: center;"><b>What is Puberty</b></p> <ul style="list-style-type: none"> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the physical and emotional changes that happen during puberty.</li> <li>To have the confidence to ask questions about puberty.</li> </ul>	<p style="text-align: center;"><b>Puberty Changes</b></p> <ul style="list-style-type: none"> <li>To be able to use the correct names for body parts, specifically the reproductive system.</li> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the changes that happen during puberty.</li> <li>To have the confidence to ask questions about puberty.</li> </ul>
<b>Lesson 2</b>	<p style="text-align: center;"><b>Differences &amp; Similarities</b></p> <ul style="list-style-type: none"> <li>To consider factors that contribute to their own identity</li> <li>To consider similarities and differences between sexes (males and females).</li> <li>To name male and female body parts.</li> </ul>	<p style="text-align: center;"><b>Lifecycle and Body Changes</b></p> <ul style="list-style-type: none"> <li>To describe the main stages of the human lifecycle.</li> <li>To describe the physical and social changes that happen when as we grow and move through this cycle.</li> <li>To understand how we become more independent as we get older.</li> </ul>	<p style="text-align: center;"><b>Puberty for Boys &amp; Girls (separate lessons)</b></p> <ul style="list-style-type: none"> <li>To understand the changes that happen to boys during puberty</li> <li>Understand how puberty affects the reproductive organs</li> <li>Describe how to manage physical and emotional changes</li> <li>Know how to manage hygiene during a period</li> </ul>	<p style="text-align: center;"><b>Puberty Changes</b></p> <ul style="list-style-type: none"> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the changes that happen during puberty.</li> </ul>
<b>Lesson 3</b>	<p style="text-align: center;"><b>Family Differences</b></p> <ul style="list-style-type: none"> <li>To understand that all families are different and have different family members.</li> <li>To understand that people sometimes have stereotypes (fixed ideas) about families</li> <li>To identify people who are special to them.</li> </ul>	<p style="text-align: center;"><b>What is Puberty?</b></p> <ul style="list-style-type: none"> <li>To begin to understand the changes that happen to girls and boys during puberty.</li> <li>To recognise how we and others may feel about these changes.</li> <li>To identify ways of managing these feelings associated with puberty.</li> </ul>	<p style="text-align: center;"><b>Puberty and Hygiene</b></p> <ul style="list-style-type: none"> <li>To understand why it is important to keep themselves clean during puberty.</li> <li>To know about products and routines that can help them to do so.</li> <li>To understand the feelings and emotions associated with personal hygiene.</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>To look at how relationships will change as they grow up.</li> <li>To recognise that they all have different types of relationships.</li> <li>To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul>
<b>Lesson 4</b>	<p style="text-align: center;"><b>Friendship</b></p> <ul style="list-style-type: none"> <li>To be able to identify qualities of a good friend.</li> <li>To understand why we need friends.</li> </ul>	<p style="text-align: center;"><b>Puberty and Hygiene</b></p> <ul style="list-style-type: none"> <li>To know about the physical and emotional changes that happen during puberty.</li> </ul>	<p style="text-align: center;"><b>Social Changes During Puberty</b></p> <ul style="list-style-type: none"> <li>To understand that puberty can bring about social changes as well as physical</li> </ul>	<p style="text-align: center;"><b>Reproduction and Conception</b></p> <ul style="list-style-type: none"> <li>To understand the process of puberty means we are able to reproduce</li> </ul>

	<ul style="list-style-type: none"> <li>To explore different feelings associated with friendship</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of keeping clean during puberty.</li> <li>To know how to keep clean during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>and emotional changes.</li> <li>To recognise that with new changes come new responsibilities and interests.</li> <li>To explore ways to manage changes of puberty.</li> <li>To celebrate the person each pupil will become as they experience the changes of puberty.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the process of conception.</li> </ul>
<b>Lesson 5</b>	<p><b>Safety – Influences</b></p> <ul style="list-style-type: none"> <li>To be able to identify potential dangers in different environments.</li> <li>To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> <li>To demonstrate basic techniques to resist pressure.</li> <li>To know who they can go to for support and help.</li> </ul>	<p><b>Personal Safety and Touch</b></p> <ul style="list-style-type: none"> <li>To consider the touches that we like and dislike.</li> <li>To understand that it is ok to tell the person and a trusted adult when we feel uncomfortable.</li> <li>To discuss how we can tell when we feel uncomfortable, scared or unhappy.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>To look at how relationships will change as they grow up.</li> <li>To recognise that they all have different types of relationships.</li> <li>To be aware of the qualities that make a good friend.</li> <li>To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul>	<p><b>How Babies are Born</b></p> <ul style="list-style-type: none"> <li>To understand the physical and emotional needs of a baby</li> <li>To understand how babies are conceived and born</li> <li>To understand how having a baby changes your life</li> </ul>
<b>Lesson 6</b>	<p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>To know and understand that you have to take extra care with personal hygiene during puberty</li> </ul>	<p><b>Periods (Girls only)</b></p> <ul style="list-style-type: none"> <li>To be aware that periods happen to girls as part of the changes during puberty.</li> <li>To understand that periods start at different times for different girls.</li> <li>To begin to understand how to manage periods.</li> </ul>	<p><b>Safe Communication / Internet Safety</b></p> <ul style="list-style-type: none"> <li>To become aware of the personal safety issues of giving away personal information online and how it is possible to get into difficulty.</li> <li>To be aware of the some of the difficulties associated with communicating with people on line</li> <li>To have talked about a range of strategies to deal with difficult situations.</li> </ul>	<p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>To understand that secrets can be good and bad and to recognise the different feelings associated with these.</li> <li>To identify appropriate touches within a variety of relationships.</li> <li>To recognise what to do and who they can talk to if in a situation where they feel uncomfortable.</li> <li>To become familiar with the NSPCC underwear rule.</li> </ul>
<b>Lesson 7</b>	N/A	N/A	<p><b>Support Networks</b></p> <ul style="list-style-type: none"> <li>To understand how to manage the changes that will happen during puberty.</li> <li>To recap on the physical, emotional and social changes that happen during puberty.</li> <li>To identify who they can ask for support with regards to puberty and relationships</li> </ul>	<p><b>Chatting with Care / Internet Safety</b></p> <ul style="list-style-type: none"> <li>To understand what is personal information.</li> <li>To understand why it is important to keep safe online.</li> <li>To explain some potential risks on the internet and how I might deal with them.</li> </ul>