



WELLESLEY PRIMARY SCHOOL

Sex & Relationship Education Policy

Issue No: 4
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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
1	Spring 2012	Policy Written:	
2	March 2013	Policy Reviewed:	Heather Small
3	January 2016	Policy Reviewed:	Heather Small
4	March 2021	Policy Re-Written	Liz Harding-Adams

Sex & Relationship Education

Summary

This policy will be reviewed every 3 years.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy written: Spring 2012

This policy should be read in conjunction with

Inclusion

Anti-Bullying

School Discipline and Rewards

Healthy Eating

Rationale

At Wellesley Primary School SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of a loving relationship. At Wellesley we teach SRE using Jigsaw and covering the objectives from the PSHE association framework. Through the teaching of sex and relationships education, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This will enable children to move with confidence from childhood through adolescence to adulthood.

Aims

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support including the laws of SRE.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To meet the requirements of the DfES guidance on SRE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive and healthy way.
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.

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Inclusion

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantage and looked after status.
- It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- Our SRE will be sensitive to the different needs of individual pupils and will evolve and adapt over time as pupil population changes.

Strategies for teaching about HIV/AIDS will be addressed in more details through the Science Programme of study for micro-organisms and viruses.

Parental Consultation

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex and relationship education in school, other than sex and relationship education contained within the National Curriculum for Science. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos, content and resources being used.

Dealing with Difficult Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Child Protection and Safeguarding

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 LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. At Wellesley, if we have any reason to believe a pupil is at risk when teaching SRE appropriate pastoral and safeguarding measures will be followed in accordance with our Child Protection Policy.

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Sensitive Topics

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. Children are taught to respect the life choices of others (including their sexuality). Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex. Some of the more sensitive topics such as lesbian, gay, bisexual and transgender (LGBT), female genital mutilation (FGM), child sexual exploitation (CSE) will be taught depending on the needs of individual cohorts.

Monitoring and Assessment

Planning for PSHE will be monitored each term by the PSHE&C co-ordinator. Observations of teaching and learning will take place as part of the monitoring cycle. Pupil conferences will be held annually to discuss issues relating to PSHE. The majority of work will be of a practical nature with limited written recording. Parents will receive an annual written assessment of their children's progress in PSHE. There will be opportunities for staff development through staff meetings, INSET and training courses.

Conclusion

Children at Wellesley will be taught the knowledge, skills and understanding which help them to develop personally and socially. This will enable them to tackle many of the issues which are part of growing up and which will help them to become responsible citizens of the future.

At Wellesley we follow the **Jigsaw SRE Content**

The grid below shows specific SRE learning intentions for each year group.

EYFS

Yr	Piece Number & Name	Learning Intentions ‘Pupils will be able to...’
R	Piece 1 My Family and me	to identify people who are special to me to show affection or concern for people who are special to me
R	Piece 1 My body	name different parts of the body and know where they are and why they are important
R	Piece 3 Growing up	start to understand how the children have started to grow up know the different stages of development from a baby

Key Stage 1

Year 1

Yr	Piece Number & Name	Learning Intentions ‘Pupils will be able to...’
1	Piece 1 Life Cycles	to identify the people who love and care for them and what they do to help them feel cared for start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK
1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates
1	Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private

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Year 2

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|---|------------------------------------|---|
| 2 | Piece 1
Life Cycles in Nature | recognise cycles of life in nature
understand there are some changes that are outside my control and to recognise how I feel about this |
| 2 | Growing from Young to Old | tell you about the natural process of growing from young to old and understand that this is not in my control
identify people I respect who are older than me |
| 2 | Piece 3
The Changing Me | recognise how my body has changed since I was a baby and where I am on the continuum from young to old
feel proud about becoming more independent |
| 2 | Piece 4
Boys' and Girls' Bodies | recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
tell you what I like/don't like about being a boy/girl |
| 2 | Piece 5
Assertiveness | understand there are different types of touch and tell you which ones I like and don't like
be confident to say what I like and don't like and ask for help |

Key Stage 2

Year 3

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|---|---------------------------------|--|
| 3 | Piece 1
How Babies Grow | understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
express how I feel when I see babies or baby animals |
| 3 | Piece 2
Babies | understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
express how I might feel if I had a new baby in my family |
| 3 | Piece 3
Outside Body Changes | about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
identify how boys' and girls' bodies change on the outside during this growing up process
recognise how I feel about these changes happening to me and know how to cope with those feelings |
| 3 | Piece 4
Inside Body Changes | identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
recognise how I feel about these changes happening to me and how to cope with these feelings |

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Year 4

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|---|------------------------------|--|
| 4 | Piece 1
Unique me | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
I appreciate that I am a truly unique human being
that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.
that a feature of positive family life is caring relationships; about the different ways in which people care for one another. |
| 4 | Piece 2
Having A Baby | correctly label the internal and external parts of male and female bodies that are necessary for making a baby
understand that having a baby is a personal choice and express how I feel about having children when I am an adult |
| 4 | Piece 3
Girls and Puberty | describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty |

Year 5

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|---|---------------------------------------|---|
| 5 | Piece 1
Self-Image and Body-Image | be aware of my own self-image and how my body image fits into that
know how to develop my own self esteem
that a feature of positive family life is caring relationships; about the different ways in which people care for one another |
| 5 | Piece 2
Puberty for Girls | explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
understand that puberty is a natural process that happens to everybody and that it will be OK for me |
| 5 | Piece 3
Puberty for Boys and Girls | describe how boys' and girls' bodies change during puberty
express how I feel about the changes that will happen to me during puberty |
| 5 | Piece 4
Conception | understand that sexual intercourse can lead to conception and that is how babies are usually made
understand that sometimes people need IVF to help them have a baby
appreciate how amazing it is that human bodies can reproduce in these ways |

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Year 6

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|---|---|---|
| 6 | Piece 1
My Self
Image | aware of my own self-image and how my body image fits into that
know how to develop my own self-esteem |
| 6 | Piece 2
Puberty | explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
express how I feel about the changes that will happen to me during puberty |
| 6 | Piece 3
Girl Talk/Boy
Talk | ask the questions I need answered about changes during puberty
reflect on how I feel about asking the questions and about the answers I receive |
| 6 | Piece 4
Babies -
Conception to
Birth | describe how a baby develops from conception through the nine months of pregnancy, and how it is born
recognise how I feel when I reflect on the development and birth of a baby |
| 6 | Piece 5
Attraction | understand how being physically attracted to someone changes the nature of the relationship
express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this
to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) |