

West Hill Primary School
Sex and Relationships Education

Dated: Feb 2017

Review date: Feb 2019

What is sex and relationship education at primary school?

It is lifelong learning that takes place at school, at home and in the community and is an entitlement for all children and young people. It is about physical, moral, sexual and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about noticing the changes that take place in our bodies from being a baby to adulthood and into old age. It has three main elements: attitudes and values, personal and social skills and knowledge and understanding which supports children and young people to make informed decisions.

Aims, ethos and values

The aim of sex and relationship teaching at West Hill is to safeguard children by ensuring they have a clear understanding of the biological and emotional changes that take place as they develop and grow as individuals. We aim to give them the accurate scientific vocabulary in relation to parts of the body and processes of change that occur. We aim to provide information about and access to additional advice and support from external agencies. We aim to deliver this by placing information in a framework that includes how to form positive relationships based upon respect, love and care for themselves and others; therefore we aim

- To develop self esteem
- To develop friendship/relationship skills
- To form positive attitudes and values
- To understand how one's body works
- To prepare children for puberty
- To provide opportunities for children to address concerns and correct misunderstandings
- To promote a healthy, safe and caring environment for all pupils and staff
- To include opportunities to reinforce and build upon the ethos and values of the school, enabling our children to be ready to learn, inspired to succeed and prepared for life.

Practice

Sex and relationships education is a developmental process involving the science curriculum and the PSHE curriculum.

Within the Science curriculum –

Early Years	30 – 50 months - Developing an understanding of growth, decay and changes over time. 40 – 60 months Looks closely at similarities, differences, patterns and change.
Year 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.
Year 2	notice that animals, including humans, have offspring which grow into

	adults
Year 3	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Year 4	recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things
Year 5	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age.
Year 6	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Within the PSHE curriculum –

Early Years	Early Learning Goal - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Year 1	To learn rules for and ways of keeping physically and emotionally safe when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring To learn the importance of and how to maintain personal hygiene To know the names for the main parts of the body and the similarities and differences between boys and girls To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
Year 2	To learn rules for, and ways of keeping, physically and emotionally safe To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' To understand the importance of, and how to maintain, personal hygiene To learn about the process of growing from young to old and how people's needs change. To know the names for the main parts of the body and the similarities and differences between boys and girls. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond To identify and respect the differences and similarities between people
Year 3	To recognise what constitutes a healthy relationship. To judge what kind of physical contact is acceptable or unacceptable and how to respond To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage
Year 4	To recognise what constitutes a positive, healthy relationship. To

	<p>develop the skills to maintain positive and healthy relationships</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>strategies for keeping physically and emotionally safe in the physical world</p> <p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage. To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p>
Year 5	<p>To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them</p> <p>To develop strategies for keeping physically and emotionally safe</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage. To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions, such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <p>To understand how their body will change as they approach and move through puberty. (ii) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>
Year 6	<p>To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them.</p> <p>That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend</p>

	<p>their lives together and who are of the legal age to make that commitment. To be aware that marriage is a commitment freely entered into by both people and that no one should enter into a marriage if they don't absolutely want to do so.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.</p> <p>To understand the 'concept of keeping of keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>
--	---

Overview

Foundation Stage and Key Stage 1

Particular emphasis will be on social skills, friendship skills, sense of self and gender roles, life cycles of animals and plants identifying characteristics of growth and change, respect for self and others and understanding the requirement for daily hygiene routines.

Key Stage 2

Particular emphasis will be on developing skills and self esteem, addressing concerns, correcting misunderstandings, developing skills to protect children from unwanted physical contact, friendship skills, strengthening a sense of self and gender identity, understanding the consequences and effects of behaviour and preparing children for puberty and adolescence.

The co-ordination of the SRE work is the responsibility of the science co-ordinator in consultation with the PSHE co-ordinator. The Scheme of Work would normally be in accordance with the schools teaching and learning Policy and it may include single sex teaching and the use of published materials including audio visual media designed for children. These will usually be made available by the PSHE Co-ordinator and should be agreed to be suitable by parents. If a child should ask questions at other times about issues relating to SRE, these questions would be answered honestly by staff. Teachers must clearly set up ground rules stating that questions should not be personal and that this is not appropriate.

Assessment

Before teaching a unit about sex and relationships, teachers conduct an initial assessment exercise to ascertain what the children know about the area that is about to be taught. This should then be repeated at the end of the unit to ascertain whether the children have learned what was intended.

Resources

Generic literature for teaching SRE is located in classrooms, the staffroom and available to order from the Professional Centre library.

Extra consultation from outside services may include the health team nurse and use of theatre groups such as Bigfoot and Little Fish. We ensure that resources used are

reviewed and updated regularly and are consistent with the curriculum for SRE and are supported by the PSHE association membership.

Monitoring and Evaluation

The PSHE co-ordinator will use the initial assessment from each class to evaluate the policy and scheme in regular staff Inset. The policy will then be reviewed to ensure it reflects up-to-date information and reflects current good practice .

Working with Parents and Child Withdrawal Procedures

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education. We are sensitive to the multi cultural, multi faith profile of our school community and we therefore provide opportunities for parents and carers to be informed about the SRE programme and invite them to attend open discussions with staff. Children are provided with equal opportunity to learn all aspects of SRE across the key stages as we are aware that some parents/carers find it hard to support and answer confidently questions that might arise.

Parents have the right to withdraw their children from SRE lessons, although not those elements that are in the National Curriculum Orders for Science. If they proceed with any withdrawal outside of statutory requirements, parents will be informed what alternative learning will be provided.

Role of the Coordinator

- To play a major role in the development of school policy and practice ensuring that they improve the quality of SRE
- To have responsibility for securing high standards of teaching and learning in SRE and evaluate their effectiveness.
- To observe colleagues with a view to identifying support if required.
- To inform future priorities and targets for the subject, writing an action plan with appropriate targets, evaluation and impact measures.
- To ensure teachers are up to date with the policy and with developments in SRE and help them plan lessons if required.
- To manage the annual curriculum budget, taking responsibility for the purchase and organisation of appropriate resources.
- To prepare, organise and lead INSET.
- To discuss with the Head teacher, when required, the progress of the policy throughout the school.

Equal Opportunities

We recognise that all pupils have an equal right to make the greatest possible progress in their learning, regardless of gender, race, culture, faith, ability or disability or social circumstances. We aim to ensure that there is no gender or race bias in the resources we buy. Displays show positive role models of gender, race, ethnicity and disabilities.

Special Educational Needs and Disabilities

Pupils with a special educational needs or a disability are entitled to take a full and active part in every lesson. Central to this is the early identification of pupils with a special educational need and / or a disability, as well as the subsequent intervention and careful planning for differentiation. Teachers plan differentiated learning tasks, allocate

additional time and/ or resources as needed and use a variety of teaching and learning approaches to ensure the needs of all pupils are met.

Safeguarding

We are fully committed to safeguarding the welfare of all pupils. All staff are aware of the duty of care for pupils with regards to their safety and wellbeing in and outside of school. Therefore throughout the teaching of SRE in all areas teachers apply the same duty of care and are trained and understand how to deal with disclosures or other safeguarding concerns that might arise. See school child protection and safeguarding policy, staff code of conduct, PSHE policy, Science, anti-bullying policy, behaviour policy and online safety/acceptable use policy.

Confidentiality

No teacher should promise total confidentiality and in the case of a disclosure occurring the adult should tell the named person in charge of Child Protection. (refer to school safeguarding policy)

Health and Safety

Use of equipment:

- All equipment to be stored safely.
- Careful supervision of small groups of children using equipment at all times.
- All equipment to be age appropriate.
- Children to be shown how to use equipment appropriately and effectively to minimise risk.

Risk Assessment:

- Risk assessments are carried out as part of the schools usual policy for the use of any equipment that could be considered dangerous.
- Appropriate arrangements are provided for ensuring safety and absence of risks to health in connection with the use, handling and storage and transport of equipment.

Visits:

- Staff to adhere to the school trips policy and carry out risk assessments and all procedures mentioned within the policy

Allergies

- Staff to be aware of any allergy or medical needs prior to using specific equipment/food
- Staff to alert a first aider in the case of emergency whilst equipment is being used.

Parental Involvement

All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers in facilitating support and involvement at home in children's learning. We therefore believe in close cooperation with all families and in regular consultation between the home and the school.

Dated – 28th Feb 2017
Reviewed by Staff –
Reviewed by Governors
Reviewed by schools Council