



## Windermere Primary School Relationships and Sex Education Policy

### **Aims of the policy**

To provide children with age appropriate information, explore attitudes and values and to develop skills in order to empower them to make positive decisions about their health related behaviour.

There are three main elements to this programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

This should take place with consideration of the qualities of relationships within families.

### **Objectives of the policy**

- To provide the knowledge and information to allow children to make informed choices.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationship with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- 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 be prepared for puberty and adulthood.

### **Process for Policy Development**

This policy has been developed in consultation with pupils, parents/carers, teaching and non-teaching staff, governors, and other relevant agencies.

Methods of consultation included the parents' forum and auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

### **Partnership with parents/carers**

Most of a pupil's informal health and relationships education, including sex education, occurs within the family and the school's programme will complement and build on this. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding trust and co-operation.

In promoting this objective, we:

- Inform parents about the school's policy and practice;
- Answer any questions that parents may have about the education of their child with regard to physical and emotional health, and relationships;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for health education (including sex education) at the school;
- Inform parents about the best practice known with regards to health and sex education.

Parents/carers have the right to withdraw their child from some, or all, RSE<sup>1</sup> lessons, but not statutory science lessons. If a parent/carer wishes to withdraw their child they should have a discussion with the Headteacher, so that he/she can be made aware of the reasons and provide alternative arrangements.

Parents will be offered the opportunity to view the scheme of work and resources which are to be used with their children.

### **Involvement in Hertfordshire Healthy School (HHS) Programme**

Windermere Primary School has gained the Healthy Schools Award in July 2015. The school continues to develop opportunities within the curriculum for pupils to learn about being safe and healthy.

### **Moral and values framework**

In our school we focus on teaching relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others. As part of the National Curriculum pupils are taught PSHE<sup>2</sup> which is underpinned by the Social and Emotional Aspects of Learning. Religious Education is taught from the Herts. Agreed Syllabus and pupils are also encouraged to be good citizens both in and outside school.

### **Inclusion statement**

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate with differentiated provision where required.

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<sup>1</sup> RSE – Relationships and Sex Education Education

<sup>2</sup> PSHE – Personal, Social and Health Education

## **Health and Relationships Educational Curriculum**

Our school programme is outlined below:

### **Reception**

#### Family and friendship:

- i. Caring Friendships- to recognise the importance of friendship
- ii. Being Kind- to recognise the importance of saying sorry and forgiveness
- iii. Families – to recognise that all families are different

### **Year 1**

#### Growing and Caring for Ourselves

- i. Different Friends- to understand that we are all different but can still be friends
- ii. Growing and Changing – to discuss how children grow and change
- iii. Families and Care- to explore different types of families and who to ask for help. To identify who can help when families make us feel unhappy or unsafe.

### **Year 2**

#### Differences

- i. Differences: Boys and Girls – to introduce the concept of gender stereotypes and identify differences between males and females
- ii. Male and Female animals- to explore some differences between males and females and to understand how this is part of the lifecycle
- iii. Naming the Body Parts – to focus on sexual difference and name body parts

### **Year 3**

#### Valuing Difference and Keeping Safe

- i. Body Differences: to identify that people are unique and to respect those differences. To explore the differences between male and female bodies.
- ii. Personal Space – to consider appropriate and inappropriate physical contact and consent
- iii. Help and Support- to explore different types of families and who to go to for help and support

### **Year 4**

#### Growing Up

- i. Changes– to explore the human lifecycle. To identify some basic facts about puberty
- ii. What is Puberty? – to explore how puberty is linked to reproduction
- iii. Healthy relationships- to explore respect in a range of relationships. To discuss the characteristics of healthy relationships.

### **Year 5**

#### Puberty

- i. Talking about Puberty – to explore the emotional and physical changes occurring in puberty
- ii. The Reproduction System – to understand male and female puberty changes in more detail
- iii. Puberty Help and Support – to explore the impact of puberty on the body and the importance of physical hygiene

### **Year 6**

#### Puberty, Relationships and Reproduction

- i. Puberty and Reproduction – to consider puberty and reproduction
- ii. Communication in Relationships – exploring the importance and communication and respect in relationships
- iii. Families: Conception and Pregnancy – to consider different ways people might start a family

- iv. Online Relationships – to explore positive and negative ways of communicating in a relationship

### **Reception and Key Stage 1**

Through work in Science children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in both work and play. They start to recognise human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop the skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting peer pressure. Relationships and Sex Education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

### **Links with other policies**

See also:

Inclusion Policy

Behaviour Policy

Child Protection Policy

PSHE Curriculum Policy

Science Curriculum Policy

### **Staff training**

All teachers and other staff members who are required to teach health and relationships education (including sex education) will have relevant training and resources. The leadership team recognise that individual teachers' life experience may mean that they find it difficult to teach some aspects of health and relationships education. In such situations alternative provision will be made.

### **Organisation of Health and Relationships Education**

Whilst some aspects of health and relationships education are taught through the Science, PSHE and RE curriculum, wider school activities such as assemblies, workshops and visits also allow children to develop their ideas, knowledge and skills gradually and appropriately.

Although teachers have the main responsibility for teaching about health and relationships education in the classroom, they plan and liaise with other specialists, particularly the school nurse to ensure our pupils receive an up to date and balanced programme.

### **Teaching strategies**

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. Use of video, discussion, looking at case studies, drama, role plays and age appropriate fiction help to support this process. We also build in time for reflection. The main resource used is *Teaching RSE with Confidence in Primary Schools* by the Christopher Winter Project.

Health and relationships education is usually delivered in mixed gender groups. However, there may be occasions, particularly in Years 5 and 6, where single gender groups are more appropriate and relevant. Both boys and girls receive the same information, but the use of single gender groups may help individuals to feel more relaxed and open than in mixed gender classes.

### **Confidentiality and Child Protection**

All staff members and external visitors, who work with our pupils will be given access to this policy and the school's Child Protection Policy. The School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals and details of these are provided in the DfE document *Sex and Relations Education (2000)*. The Headteacher or Designated Senior Person will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality.

In each classroom there is a small box in which children can place questions regarding any personal issue. The teachers will respond to these questions in a way that is age and stage appropriate and will always consult with the Headteacher if he/she requires guidance on how to respond. We do not ask our children to put their names onto these questions.

Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE Guidance 2019.

### **Monitoring of Health and Relationships Education**

Our Science and PSHE curriculum leaders will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Headteacher and PSHE Curriculum Leader and reported on to the Governing body. Adjustments to the policy will occur as required.

The policy will be reviewed every three years.

**Sarah Gilliver June 2023**

<b>Agreed with staff</b>		<b>Date:</b>
<b>Agreed with governors</b>		<b>Date:</b>
<b>Reviewed</b>		<b>Date:</b>
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