



Inspiring and Achieving Together

RELATIONSHIP AND SEX EDUCATION POLICY

Rationale

Sex and Relationships Education (SRE) teaches children the knowledge, skills and attitudes to look after their bodies and respect those of others. It helps children value loving relationships and promotes self-esteem and emotional health as they prepare for the physical and emotional demands of adolescence and adulthood.

RSE is taught at Wick C of E primary school using the Jigsaw 'Changing Me' Puzzle. There is a separate and detailed PSHE policy which explains the Jigsaw programme in detail. RSE is primarily taught in the context of relationships, emphasising loving, stable relationships but avoiding bias towards a particular marital status or sexuality. It is age-appropriate and does not promote sexuality or sexual activity. RSE addresses the changes which children face in puberty and helps them to respect their own and other's bodies. Age-appropriate references to sex, sexuality and sexual health are necessary as part of RSE, and are agreed following consultation with staff, parents and governors.

SRE is central to helping our children to become responsible, mature adults able to live fulfilling and loving lives. Therefore RSE teaching runs throughout the school. It is taught in an atmosphere of openness, honesty, respect for the subject and each other. It recognises that children will all be at different stages in their emotional, physical and social maturity and so provides appropriate teaching and learning activities. The content of RSE covers issues which some may find difficult and so must be handled sensitively with appropriate ground rules.

Aims

At Wick C of E Primary School we aim for children to develop the self-esteem and social skills required to live a happy, safe and healthy lifestyle. We hope to achieve this by:

- Encouraging children to develop respect for their own and other people's bodies, emotions and choices;
- Helping children to understand the consequences of their actions, and to behave responsibly within relationships and manage change;
- Supporting children in recognising a wide range of relationships, and understanding the choices they have within these;
- Helping children to feel prepared for the physical and emotional demands of puberty and adulthood;
- Teaching children to use communication and assertiveness skills to cope with the influences of peers and media;
- Informing children of how to access further information and support.

Current SRE requirements

Primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
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
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
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
	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
	Piece 3 Outside Body Changes	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
	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

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
	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
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
	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
	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
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
	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
	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
	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

Delivery

Teachers delivering SRE will use a variety of teaching methods including establishing ground rules, using distancing techniques, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Content will normally be delivered to established class groups by their usual teacher. Generally, RSE teaching is delivered to mixed sex classes, but separation into single gender groups can occur at the top end of the school for further explanation following whole group input. Additional teaching input may be provided by health professionals such as the School Nurse.

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Monitoring and Review

This policy is a working policy and will be subject to regular review in practice. The school will periodically review the process to ensure that it continues to work effectively.

Written by: Alex Bettridge Evans Date: 28/2/21

Approved by: Health, Safety and Curriculum Committee Date: 2/3/21

Reviewed by: Health, Safety and Curriculum Committee Date: 2/3/21

Next review: March 2024

Signed..... Date

Chair of Health, Safety and Curriculum Committee