

# SRE

# Policy



<b>Review Date</b>	Sept 2020
<b>Review Frequency</b>	Every 2 years
<b>Date for Next Review</b>	Sept 2022
<b>Author</b>	JO

At Whale Hill Primary School we believe that Relationships and Sex Education (RSE) is an important part of safeguarding children. We feel that knowledge empowers children and has the potential to help them to stay safe and cope with puberty through understanding why their bodies will change.

The Jigsaw PSHE Programme includes lessons on all aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also features lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school and to ensure children understand why the body changes in adolescence.

## **Relationships Education**

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (included with this policy).

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Whale Hill Primary School, we believe children should understand the facts about human reproduction before they leave primary school so include this topic within our PSHE curriculum.

We define Sex Education as an understanding of human reproduction and the changing human body.

We intend to teach this in our weekly PSHE lessons in the Summer term.

## **Parents' right to request their child be excused from Sex Education**

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Whale Hill Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit).

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren’t scared or worried. Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6.

We conclude that sex education refers to Human Reproduction and this is covered within the PSHE curriculum in Years Four, Five and Six. We will inform parents of their right to request their child be withdrawn from the specific PSHE lessons that explicitly teach this. Please see the Changing Me column of the table below with lessons highlighted.

The school will inform parents of this right and also provide a breakdown of lessons taught in this unit through Parent Mail. Information will be provided in the Spring Term before the Changing Me Puzzle is taught.

It should be noted that due to parental right changes outlined by The Department for Education in 2020, parents **will not** be able to withdraw their children from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families.

Relationships and Sex Education coverage in the curriculum:

<p><u>EYFS</u>  <b>Relationships (Summer 1)</b>          Family Life          Friendships          Breaking friendships          Falling out          Dealing with bullying          Being a good friend</p>	<p><b>Changing Me (Summer 2)</b>          Bodies          Respecting my body          Growing up          Growth and Change          Fun and fears          Celebrations</p>
<p><u>Year One</u>  <b>Relationships (Summer 1)</b>          Belonging to a family          Making friends/being a good friend          Physical contact preferences          People who help us          Qualities as a friend and person          Self-acknowledgement          Being a good friend to myself          Celebrating special relationships</p> <p>I can explain why I have special relationships with some people and</p>	<p><b>Changing Me (Summer 2)</b>          Life cycles – animal and human          Changes in me          Changes since being a baby          Differences between female and male bodies (correct terminology)          Linking growing and learning          Coping with change          Transition to new year group</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p>

<p>how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
<p><u>Year Two</u>  <b>Relationships (Summer 1)</b>  Different types of family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p><b>Changing Me (Summer 2)</b>  Life cycles in nature  Growing from young to old  Increasing independence  Differences in female and male bodies (correct terminology)  Assertiveness  Preparing for transition to new year group</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
<p><u>Year Three</u>  <b>Relationships (Summer 1)</b>  Family roles and responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen  Being aware of how my choices affect others  Awareness of how other children have different lives  Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p>	<p><b>Changing Me (Summer 2)</b>  How babies grow  Understanding a baby's needs  Outside body changes  Inside body changes  Family stereotypes  Challenging my ideas  Preparing for transition to secondary school</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>

<p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I recognise how I feel about these changes happening to me and can suggest some ideas</p>
<p>Year Four  <b>Relationships (Summer 1)</b>  Jealousy  Love and loss  Memories of loved ones  Getting on and Falling Out  Girlfriends and boyfriends  Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal</p>	<p><b>Changing Me (Summer 2)</b>  Being unique  <b>Having a baby</b>  Girls and puberty  Confidence in change  Accepting change  Preparing for transition to new year group  Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>
<p>Year Five  <b>Relationships (Summer 1)</b>  Self-recognition and self-worth  Building self-esteem  Safer online communities  Rights and responsibilities online  Online gaming and gambling  Reducing screen time  Dangers of online grooming  SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p><b>Changing Me (Summer 2)</b>  Self- and body image  Influence of online and media on body image  Puberty for girls  Puberty for boys  <b>Conception (including IVF)</b>  Growing responsibility  Coping with change  Preparing for transition to new year group.</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>

<p>Year Six</p> <p><b>Relationships (Summer 1)</b></p> <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p>	<p><b>Changing Me (Summer 2)</b></p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition to secondary school</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
--	--

## Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Feedback from parents and guardians on our PSHE curriculum including the coverage of relationships and sex education, can be found within our PSHE policy. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

## Equality

### This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."

The Jigsaw curriculum raises children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and

responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

At Whale Hill Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We will seek to consult with parents throughout the development and teaching of our new SRE curriculum.