



Winlaton West Lane Community Primary School

Sex & Relationships Education (SRE) Policy	
Issue date:	September 2021
Review period:	1 year / following significant event

- 1 At Winlaton West Lane Community Primary School, 'through an ethos of opportunity and respect, we aspire to create an inclusive, safe, vibrant, happy school where everyone – children, staff, governors, parents and carers – is encouraged to Reach for the Stars. It is with this vision in mind that we have developed a creative RSE curriculum which endeavours to make sure that our pupils are prepared mentally, physically and intellectually for any challenges they may face in their lives ahead.
- 2 We have based our school's Relationships and Sex Education (RSE) policy on the DfE statutory guidance for Relationships Education, Relationships and Sex Education, and Health Education in England (DfE, 2019a). Relationships Education became compulsory for all children in Primary Schools from September 2020 (although COVID delayed initial implementation) and is outlined as enabling children to grow as healthy individuals by being able to 'put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.' The Department of Education has also set out that although sexual education is not compulsory in primary schools, through the teaching of relationships education children should be taught to recognise and report types of abuse including emotional, physical and sexual. This will focus on boundaries and privacy so that children understand that they have rights over their own bodies.
- 3 We use RSE to inform children about matters of morality and individual responsibility within relationships. We also teach children about the emotional, social and physical aspects of growing up, relationships and human sexuality. It is delivered in an age appropriate way that allows children to ask and explore moral questions.

4 We teach children about:

a. Family and relationships.

We explore different types of families all which have equal value. Through this we also teach children to respect the views of others. We also look at relationship issues such as keeping safe online and seeking help.

b. Safety and the changing body.

We teach the children the scientific, anatomical names for their body parts including using the terms penis and vulva. Further up in Key Stage 2, the children will learn about puberty and the physical development of their bodies as they grow into adults. Through this we also teach them about having respect and being in control of their bodies. Finally, as part of our Science and RSE curriculum, we teach the children about reproduction in animals, including humans. We also teach the children about keeping their body safe including what to do if they need help.

c. Health and Wellbeing.

Our children are at the heart of everything we teach and their wellbeing is paramount to us as a school community. Through this unit, the children are given the opportunity to learn about illness, immunisation, exercise and sleep routines. They are also given the tools to help them to vocalise and understand their own mental wellbeing, seeking help if they need it.

d. Citizenship.

As we are a community primary school, our local environment and the people who live within it are very important to us. Through the citizenship topic we are able to teach children about rules and respect for others within their local community. We also look at local government and consider how laws are made and what the consequences are when these rules are broken.

e. Economic wellbeing.

As we are giving children the tools to go out into the world and be good citizens, we also look to the future and think about job roles, including looking at gender stereotyping in the work place. Through job roles, we will consider what jobs might look like in the future and think about the skills we need to do these jobs. Economic wellbeing also looks at the role of money in our society and how we can save, budget and spend money.

f. Transition.

Through this section, children are taught about how to deal with change. They will be taught that change happens in life and that it can be positive or negative change and that there are strategies we can use to deal with both.

g. Identity (Year 6)

In Yr 6 we develop the childrens' understanding of what makes identity. We discuss how we can recognise the difference between how we see ourselves and how others see us. The children will also look at the role of the media in presenting identity, specifically gender.

h. Teaching

As in all our sessions, RSE will be delivered with sensitivity, it will age-appropriate and we will consider the emotional maturity of the children. It will be accessible to all pupils, including children with SEND. The children will be encouraged to ask questions and take part in active discussions.

i. Organisation

The DfE have split the RSE curriculum into 5 areas: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe. These are currently taught as part of the Personal, Social, Health and Economic education (PSHE) curriculum in our school, however they will now be taught as part of RSE and not as a separate session. Some aspects are also taught within the Science and R.E. curriculum.

j. PSHE

We use the PSHE Association's Programme of study to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the anatomical names, inappropriate touching, why males and females are different and explain the changes that will happen during puberty. We encourage children to talk freely and ask for help if they need it. By the end of Key Stage 2 we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty and how babies are made and born in the context of an adult sexual relationship. We teach this with due regard for the emotional development of the children. We also use an online resource called Kapow Primary and SEAL to plan and inform our lessons.

k. EYFS

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- 6 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 identify, name, draw and label the basic parts of the body. They learn about the importance of personal hygiene to maintain good health. In R.E., 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 cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.
- 7 Key Stage 2
In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In R.E. 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 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 pressures.
- 8 Consulting parents
We are aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with parents/carers through mutual trust, understanding and co-operation. To promote this we:
- Inform parents about the schools RSE policy and practice
 - Answer any questions that parents may have about the RSE of their child
 - Make the materials which will be used in the school's RSE's programme available to parents
- Parents have the right to withdraw their children from all or part of RSE except for those parts included in the statutory National Curriculum, which are taught as part of the science and R.E. curriculum. Parents are encouraged to establish exactly what is covered in RSE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.
- 9 Role of the Community
We encourage other valued members of the community to work with us to provide advice and support to the children regarding health education. In particular, members of local health agencies such as the School Nurse Service, health professionals and community police officers can give us valuable support with our RSE programme.
- 10 Child protection / confidentiality
Teachers need to be aware that effective RSE, 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 school and Local Authority procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

- 11 This policy is shared with and has input from the Link Governor and will be reviewed on an annual basis.