



# Great Waldingfield

Church of England  
Primary School

## Policy on Sex and Relationships

Date – Spring 2024

Review date – Spring 2025

## Great Waldingfield CEVC Primary School

### Policy On Sex and Relationships

Version	Date	Amendment/Addition
Two	September 2021	<b>Updated link to PSHE curriculum on school website</b>
Two	September 2021	Updated definition of SRE
	September 2021	Updated 'Aims and objectives' and 'Equal opportunities statement' then merged the two sections  Changed subheading to 'Rationale and ethos'  Added paragraph beginning "Schools with a religious character..."
Two	September 2021	Added 'Roles and responsibilities' section
Two	September 2021	Updated 'Coverage' section and added 'Appendix A' Additional information about Year Six curriculum
Two	September 2021	Changed 'Delivery' to 'Safe and effective practice'  Updated this section to include information on safeguarding
Two	September 2021	Updated 'References'
Three	27 <sup>th</sup> March 2023	Page numbers added
Three	27 <sup>th</sup> March 2023	No further updates
Four	19 <sup>th</sup> March 2024	No further updates

### **What is sex and relationships education?**

We define sex and relationship education (SRE) as:

“...teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

*Department for Education: Statutory Guidance for Relationships Education*

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

### **Rationale and ethos**

The SRE programme at Great Waldingfield CEVC Primary School reflects the school’s Christian values and demonstrates and encourages respect and responsibility for each other and the wider community. We aim to prepare our pupils for the opportunities, responsibilities and experiences of secondary school and of adult life.

We believe that sex and relationship education is important for our pupils and our school because it helps us to foster pupil wellbeing and to develop resilience and character. We know that these are things which are fundamental to pupils being happy, successful and productive members of society.

High quality sex and relationships education aims to develop personal attributes including kindness, integrity, generosity and honesty. It teaches children to believe that they can achieve their goals, to stick at tasks that will help them achieve their goals- even when the reward may be distant or uncertain- and to recover from knocks and challenging periods in their lives. These are values which are at the core of the ‘Waldingfield Way’- an ethos that underpins everything we do in our school.

The school is committed to the provision of SRE to all of its pupils, including those with a special educational need or disability. As with our wider curriculum, lessons should be accessible to all pupils but if there is a need to provide adapted or additional teaching to individuals or groups of pupils then we will do so.

Our school is a Christian school and our pupils come from varied social and family backgrounds, differing faiths, and have differing needs. There are several churches in the area, attended by some families and not by others. This diversity is respected.

This will be achieved by:

- creating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- ensuring SRE is an integral part of our PSHE programme.
- setting ground rules to foster trust, security and openness.
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- delivering the SRE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Schools with a religious character, such as ours, may teach a distinctive faith perspective on relationships and may introduce balanced debate, particularly with older pupils, on issues that are seen as contentious. In all schools, however, teaching should reflect the law (including the Equality

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Act 2010) as it applies to relationships. This means that our pupils should be clearly taught what the law does and does not allow.

### Roles and responsibilities

Responsibility for the sex and relationships policy ultimately lies with the governing body of the school.

The sex and relationships programme will be led by **the PSHE subject lead**.

It will be taught by **teachers** and **higher level teaching assistants (HTLAs)**.

It will be supported by **the senior leadership team (SLT) and the governing body**.

Teaching staff will receive training on sex and relationships education from **the PSHE subject lead**, supported by the school's membership of the [PSHE Association](#).

We will inform parents and carers about the policy through **our website** where it will be available for them to download. Paper copies will be available from the school office on request. Parents are able to request further details on lesson objectives and resources used.

We will notify parents **by letter** before we cover particular aspects of the curriculum, such as puberty or sex education.

### Legislation (statutory regulations and guidance)

We are required to teach sex and relationships education as part of the [DfE Statutory Guidance on Relationships Education](#).

Current guidance states that parents have the right to withdraw their children from sex and relationships education **but not from the science curriculum**. It is important to note that the science curriculum in Key Stage Two covers elements of human reproduction and puberty. Full details can be found [on our website](#) and from the [Department for Education](#).

We ensure our teaching fosters gender and LGBT equality and that our pupils understand the importance of equality and respect. Sexual orientation and gender reassignment are among the protected characteristics of the Equality Act 2010, which schools must comply with. We ensure that:

- Our teaching is sensitive and age appropriate in its approach and content
- LGBT content is fully integrated into our curriculum rather than being taught as a stand alone unit or lesson

### Coverage

This curriculum was first introduced in Autumn 2016 as part of our updated PSHE curriculum. Parents were invited to contribute and offer their comments. A face-to-face information session was held and content was made available on the website, as well as via paper copies and letters sent home.

Since then, coverage has been updated to reflect changes in national legislation and guidance from the Department for Education and the PSHE Association. It is not possible to organise face-to-face consultation due to the Covid-19 pandemic. However, information is still made available to parents via the website and through our usual communication channels.

Specific PSHE objectives for each year group can be found [on our school website](#) in the 'Curriculum' section. An overview can be found in **Appendix A**, with sex and relationships objectives identified in red.

In Year Six our curriculum includes a basic introduction to sex and contraception.

### **Safe and effective practice**

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. (E.g. the school nurse). Such visits will complement rather than replace our teaching; teachers will supervise and remain in lessons with visitors at all times.

High quality resources will support our SRE provision and will be regularly reviewed by the subject leader.

Teachers are aware that effective SRE brings about an understanding of what is appropriate and not appropriate in a relationship. This may lead to a disclosure of a child protection issue and the school's safeguarding policies and procedures will be followed. Teachers will consult with the safeguarding lead or, in her absence, her deputy.

### **Dealing with questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

- We will use specific ground rules for this work which will clarify boundaries for children/young people.
- We will clarify that personal questions should not be asked and that everyone, including adults, has the right not to answer any question.
- If a teacher doesn't know the answer this should be acknowledged.
- In cases where the teacher feels a child's question is not appropriate to answer during the session the child will be encouraged to speak to someone they trust after the lesson, e.g. school nurse, teacher, or parent.

### **Difficult questions:**

- 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate
- 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- 'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.
- Teachers may consider the use of 'question boxes' or other strategies which allow the asking of questions discreetly or anonymously. These questions will then be answered in accordance with school policy.

### **Specific Issues within SRE**

#### Withdrawal

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 the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

#### Common language

We will use scientifically accurate terms for body parts, including genitals, in our teaching and in our answering of questions from pupils of all ages. This helps to ensure clarity and understanding for all parties.

#### Child protection and confidentiality

Teachers need to be aware that effective sex and relationship education, 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 headteacher/designated safeguarding alternate in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. Further information can be found in our Policy of Safeguarding including Child Protection.

#### Individual needs

We recognise that every child's needs are different and that children develop at different rates. There may be times when a child's individual needs mean that they require their SRE education delivered in a manner which is additional to or different from that which is offered to the majority. The NHS reports that is normal, for example, for puberty to begin from as early an age as 8. In some cases it may begin earlier than this. In cases where children ask questions or where parents have concerns about content which is not due to be delivered as part of our curriculum we will work closely with parents to decide what they feel is appropriate for their child. This may mean adapting curriculums to suit individual children or delivering additional content outside usual lessons.

#### How will SRE be monitored and evaluated?

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance
- The policy will be monitored by the headteacher and the governors.
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

## References

The PSHE Association; a national body which is recommended and funded by the government to provide guidance and support to schools. Further information can be found at <https://www.pshe-association.org.uk/>.

DfE guidance on relationships education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Great Waldingfield CEVC Primary School curriculum:

<https://www.greatwaldingfield.suffolk.sch.uk/curriculum/>

Science programme of study (Key Stage One and Two):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

NHS Puberty Education: <https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/>

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### Appendix A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	



