

Windy Nook Primary School

Sex and Relationships Policy 2024-2026

Introduction

This policy has been developed in line with the Sex Education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education 2020. It has been reviewed by the Assessment, Curriculum Committee (ACC) and updated in consultation with parents, staff and governors, as required by the Department for Education. The policy is informed by Science, PSHE and E-Safety policies, Safeguarding and Child Protection Policies, the Keeping Children Safe in Education (KCSIE) annual update, *the National Curriculum 2014*, Relationships Education, Relationships and Sex Education (RSE), *The Current Status of Sex and Relationships Education* (published by the PSHE education March 2011) and *Different Families, Same Love* (published by Stonewall 2013).

Context

While we place an emphasis on the emotional and physical changes that children will experience as part of puberty, we teach SRE in the context of loving family relationships. We teach it gradually, based on '*factually accurate, age appropriate information*', which is built upon year-by-year. It promotes '*equality, inclusion and acceptance of diversity*' and promotes '*strong and stable relationships*' as well as teaching children about their '*rights and responsibilities*' in relation to sex and relationships. Our SRE teaching is set in the context of clear values, including the value of family life and of loving and stable relationships in bringing up children. It teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. This knowledge and understanding can play a crucial role in helping children be protected from exploitation.

Equal Opportunities

Under the provisions of the Equality Act (2010) equal opportunities forms part of all our policies and it is directly relevant to SRE. We avoid stereotyping through gender, race, religious background, sexual orientation or disability. SRE teaching is intended to be relevant to boys

and girls, and to address diverse needs including culture, faith, disability and SEN and to be accessible to all pupils.

The Words we Use

Teaching staff introduce topic specific vocabulary that the school deems age-appropriate at each stage of learning. Generally, the school's policy is to use biologically accurate terminology throughout the school life of the child (e.g. 'penis' would be used instead of another non-accurate nickname). Appendix C shows a glossary of vocabulary your children may experience at different stages of their school life at Windy Nook.

Dealing with Sensitive Questions

Staff are provided with help in answering questions that may be sensitive and deal with topics not necessarily covered in class. In many cases, these questions will be referred to parents/carers. There are some cases (e.g. where a child makes a comment that is offensive or misconceived) where clarification is required to avoid confusion in the child or in other children who have heard.

Key Topics in Sex and Relationships Education

Our Sex and Relationships Education curriculum **does not** explicitly teach children about:

- Sexual activity
- Conception and Pregnancy
- Contraception
- Transgenderism

It must be noted that the above topics might be referred to in school by children and may need clarification by school staff once raised. It must also be noted that different classes and pupils may have specific needs that require further education.

Our SRE curriculum, Science curriculum and Computing curriculum **do** include the explicit teaching of:

- Emotional and Physical Changes in Puberty
- Signs of abuse (including sexual abuse, though this is referred to with sensitivity and age-appropriate language)
- Biologically accurate names for body parts (e.g. vagina, penis, testicles)
- Different relationships and related terminology (e.g. gay, lesbian)
- Menstruation

- Gestation in mammals
- Understanding how to identify and respond to abusive behaviour
- Identifying signs of serious ill health
- Understanding what is appropriate to share online (particularly images and videos of others), although we do not explicitly discuss sharing nudes or semi-nudes, as well as the issues around consent in relation to sharing images and videos online

These topics are introduced at different times periods in school that, in consultation with parents, staff and experts, we believe are appropriate.

Aims and objectives

The core aims of our Sex and Relationships Education are to help children to:

- Understand the physical development of their bodies as they grow into adults;
- Respect their own bodies
- Ask and answer moral questions
- Understand and resolve relationship issues
- Respect the views of other people
- Stay safe from abuse in relationships
- Understand criminal responsibility in England starts at age 10
- Have the language and process to get help if they are worried about their safety or the safety of others.
- To understand risk and how to stay safe.

Policy Development

The SRE policy was designed in consultation with staff and parents. Parents had the opportunity to feedback their opinions on teaching of SRE via questionnaire.

Curriculum Coverage (See Appendix A and B)

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some through other subject areas (for example, science, ICT and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Our PSHE curriculum is separated into 4 main aspects (based the PSHE association):

- Health and well being
- Relationships
- Living in the wider world
- Sex and Relationships

We teach children about relationships and are aware of the different make up of families. This helps pupils understand that families take all different sizes and shapes and ensures that no child and their family are left out of teaching (Stonewall briefing). We teach about the characteristics of good physical health and mental wellbeing and how pupils can make positive decisions about their health and well-being. We teach about the parts of the body and how they work. We encourage the children to ask for help if they need it.

We are a Rights Respecting School and Article 34 refers to the protection of all children from sexual exploitation and abuse. School staff are the only professionals in daily direct contact with children and we play an important role in keeping pupils safe and supporting them when things go wrong. We have a duty to help keep our pupils safe from sexual exploitation and grooming and will promote healthy and safe relationships.

Confidentiality

Teachers conduct Sex and Relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals.

As a school we have a responsibility to do all we can to raise awareness of sexual exploitation and grooming and to identify and support any pupil who is at risk of abuse. Early identification of risk is known to be a crucial factor in reducing harm so the vigilance of school staff is critically important. Staff should not attempt to manage concerns about sexual exploitation or grooming in isolation.

Establishing SRE Ground Rules

Our SRE lessons offer a safe learning environment, which supports the participation of all pupils. Establishing ground rules helps both pupils and teachers to have a clear understanding of personal boundaries. These ground rules can be developed as part of the school's sex and relationships education policy or individually with each class or year group, but will include rules such as:

- o We will treat each other with respect.
- o We will listen to each other.
- o We will not make fun of each other's questions.
- o We will aim to use proper words for body parts and sexual activity.
- o No personal questions are asked of or comments made about pupils or staff.

This helps to prevent unintended disclosures about personal experience. The classroom is not a confidential environment; the teacher is unable to maintain this if a safeguarding disclosure is made. But teachers will ensure that pupils are aware of where they can go if they need to discuss a personal matter.

Sometimes individual pupils will ask questions and raise issues that are much more advanced than their peers. In this case the teacher can defer the question so that it can be answered in a small group or one to one or the teacher will explain that this is something that they will learn about as they get older. If the question raises cause for concern about safeguarding the teacher should discuss this with the school child protection officer in confidence to agree next steps. (Adapted from DfE Guidance 2020).

The role of parents and the right to withdraw

The school is aware that the primary role in children's sex and relationships education lies with parents and carers. 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 sex and relationships education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

- Help parents understand the issues of sexual exploitation and grooming.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents do not have the right to withdraw pupils from the relationships and health aspects of our Sex and Relationships education or any part of the Science curriculum. Requests for withdrawal should be put in writing via letter or email to the school. A register of children who are withdrawing from certain lessons will be kept and the class teacher will be responsible for ensuring this list is actioned when appropriate.

Some SRE topics may be sensitive for some pupils and we encourage parents to speak with the school to discuss how best to accommodate children in lessons with content which might be more challenging for them.

The role of other members 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 the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The subject leader monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

This policy has been developed and written after parental consultation. The Curriculum and Standards Committee of the governing body monitors the impact of our sex education 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 and Standards Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments.

This policy will be reviewed in two years, or earlier if necessary.

Dissemination of the policy

The policy is available to all on request from reception

Appendix A – progression through relationships education – taken from PSHE coverage document

	Learning Intent /Curriculum Content
EYFS	<u>Making Relationships</u>
PSED	<i>Phase 5</i>
Taken from Birth to 5 Document	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
Nursery - Phase 5	<i>Phase 6</i>
Reception - Phase 6	<ul style="list-style-type: none"> • Develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; • Is proactive in seeking adult support and able to articulate their wants and needs

	<ul style="list-style-type: none"> • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship <p><u>Sense of Self</u></p> <p><i>Phase 5</i></p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways • Is sensitive to others' messages of appreciation or criticism • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help <p><i>Phase 6</i></p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions <p><u>Understanding Emotions</u></p> <p><i>Phase 5</i></p> <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • Talks about how others might be feeling and responds according to their/his understanding of the other person's needs and wants • Is more able to recognise the impact of their/her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine <p><i>Phase 6</i></p> <ul style="list-style-type: none"> • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
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Year 1 and Year 2	<p>To recognise how their behaviour affects other people.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To identify and respect the differences and similarities between people - people learn in different ways.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to.</p> <p>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To offer constructive support and feedback to others.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them).</p> <p>That there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>How to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.</p>
Year 3	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>That their actions affect themselves and others.</p> <p>To recognise and challenge stereotypes. To value diversity</p>
Year 4	<p>To recognise the ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>The concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise similarities and differences between people arise from a number of factors.</p>

	<p>To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviour.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p>
Year 5	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</p> <p>To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p>
Year 6	<p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <p>To recognise and manage 'dares'.</p> <p>To recognise and challenge stereotypes</p>

Appendix B - Sex and Relationships coverage - KS2

	Learning Intent	Content will include but is not limited to:
Year 4 -	<ol style="list-style-type: none"> 1. To maintain good personal hygiene - keeping clean even though we have changed, skin care. 2. To learn about puberty: Growing up and changes this might involve - hormones etc and how this can affect us emotionally and physically. To understand our bodies change at different times and at different rates. 	<ol style="list-style-type: none"> 1. Principles of good hygiene in general (e.g. oral hygiene, infection prevention) and hygiene linked to bodily changes 2. How the body changes during puberty, when this can happen and how it can feel emotionally.

Year 5-	<ol style="list-style-type: none"> 1. To understand inappropriate touching and the characteristic of platonic and family relationships 2. To understand how we can show affection and the right to say no and links to Criminal Consent 3. Learn about physical changes at puberty 4. Know and name the <u>internal</u> sexual body parts 5. To understand the wonder of bodies changing 	<ol style="list-style-type: none"> 1. What types of physical contact are normal and healthy and what is inappropriate. 2. How to show affection and when not to. Link to age of Criminal Consent generally and how this could link to anti-social behaviour, treatment of others, aggression. 3. Teach children a full understanding of the physical and emotional effects of puberty. 4. To use appropriate biologically terminology for internal body parts involved in puberty 5. To explain body changes as normal and fascinating, rather than painful and scary.
Year 6	<ol style="list-style-type: none"> 1. Touching as a sign of affection 2. Mood changes and premenstrual tension 3. Understanding the changing relationships between boys and girls 4. Understand the physical and emotional changes involved in puberty 5. Understanding sanitary protection 6. Personal hygiene during menstruation 7. How to predict a period 	<ol style="list-style-type: none"> 1. To recap that touching as affection can be consensual but understanding inappropriate or non-consensual touching is not allowed 2. Understand mood changes and premenstrual tension 3. Understanding that girls and boys may eventually grow loving relationships that can be different to friendships (no reference to sexual activity) 4. To build on prior knowledge of physical and emotional changes in puberty 5. Understand how to stay clean and safe through good sanitary protection 6. Understand how you can predict when a period is coming and what to do.

Appendix C – Vocabulary List

PHSE & SCIENCE VOCABULARY

The following is a guide for staff and parents. It is a list of vocabulary that children will be introduced to and may use in lessons relating to the body, health, sex and

relationships. The list is largely progressive - so that vocabulary from EY/ KS1 can be continued through school, as children learn more relevant vocabulary at relevant stages.

This vocabulary list is not exhaustive. Please note, that there may be some occasions when some words may be used earlier than intended.

RED words are not always specifically taught but may be used through necessity to answer questions or clarify misconceptions.

PHASE	HEALTH, SEX AND RELATIONSHIPS EDUCATION	SCIENCE & THE BODY
EYFS	<p>penis, vagina, breasts, gender, sex (e.g. male/female), private parts, physical growth</p> <p>healthy lifestyle, person hygiene, cleaning, brushing teeth, medicine, safety, emotion, worry</p> <p>special people, caring, strangers, secrets, surprises, appropriate touch, physical contact, teasing, bullying, strangers, family, love, different families, relationships</p>	<p>hair; touch; skin; taste; mouth, tongue; hear; sight; smell; nose; ear; eye; face; leg; foot; ankle; knee; toe; arm; hand; finger; thumb; head; neck; reproduce (plants)</p>
KS1		
LKS2	<p>penis, vagina, breasts, gender, sex (e.g. male/female), gender roles, stereotypes, life cycle (animals), bodies, growth, bacteria, virus, personal hygiene, disability</p> <p>worry, anxiety, sadness, consequences, danger, risk, hazard, responding to anger, aggression, safety, touching, appropriate, inappropriate, acceptable, unacceptable, discrimination, bullying, conflict, aggression, violence</p> <p>adoption, fostering, relationships, different families, gay, heterosexual, lesbian, risk, hazard, loss, bereavement, separation,</p> <p>YEAR 4 ONLY: puberty, penis, vagina, breasts, mood, changes, body hair, hormones, age, life stages, life cycle, period, blood, bleeding</p>	<p>organs; muscles; function; structure; vertebrate; vertebrae; invertebrate; oxygen; carbon dioxide; relax; contract; heart; lungs; brain; ribs; skull; bones; spine; joints; attached; femur; patella; tibia; fibula; radius; ulna; digits; tarsals; humerus; clavicle; scapula; skull; spine</p> <p><u>Digestion</u>: digestive system; food; nutrients; mouth; tongue; teeth; oesophagus; stomach; small intestine; large intestine; rectum; anus; mucus; peristalsis; acid; absorption</p> <p><u>Teeth</u>: carnivore; herbivore; omnivore; tooth; incisor; molar; pre-molar; canine; biting; holding; tearing; grinding; root; gum; jaw bone; tooth decay; plaque; enamel; dentine; pulp</p> <p><u>Food chains</u>: predator; prey; food chain; producer; consumer; food webs; ecosystem; habitat; apex predator; photosynthesis; decompose; scavenger</p>
UKS2	<p>puberty, penis, vagina, breasts, mood, changes, body hair, menstruation, period, tampons, sanitary towels,</p>	<p>baby; infant; toddler; child; adolescent; teenager; young adult; mature adult; old age; elderly; gestation; life cycle; species;</p>

	<p>erection, sweat, spots, pubic hair, facial hair, womb, wet dreams, blood, gender, sex (e.g. male/female), disability, premenstrual</p> <p>positive mental health, negative, mental health, conflicting emotions, safety, responsibility, risk, negotiation, dispute, resolve, diversity, teasing, bullying, platonic relationships, affection, pressure, substance abuse, drugs, alcohol, tobacco,</p> <p>loss, bereavement, separation, pressure, aggression, violence,</p>	<p>puberty; hormones; pituitary gland; testosterone; oestrogen; facial hair; body hair; broad shoulders; narrow waist; breasts; vagina; womb; period; penis; testicles;</p> <p>cardiovascular system; transport; respiration; energy; blood; blood cells; red cells; white cells; plasma; platelets; haemoglobin; capillaries; organ; heart; heart rate; pulse; chamber; atrium; valve; artery; vein; blood vessel; ventricle; aorta; contract; oxygen; oxygenated; deoxygenated; carbon dioxide; exercise; cycle; glucose; vitamins; nutrient; immune system; lungs; alveoli; bronchiole; clot; bronchus; trachea; drugs; medicine; medication; side-effect; addiction; respiratory system; vitamins; minerals; nutrient; anti-body</p>
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