

PEVENSEY & WESTHAM C.E. PRIMARY SCHOOL



Sex and Relationships
Education (SRE) at our school

LEARNING ABOUT
RELATIONSHIPS
-Information for parents

What is Sex and Relationships Education?

Sex and Relationships Education (SRE) in primary schools is the learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices.

It is about understanding the role of marriage and commitment in family life and the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Our teaching about sex and relationships aims to promote constructive attitudes and values and foster caring relationships in a secure environment. We want our children to become effective communicators and emotionally intelligent, both personally and socially.

At Pevensey and Westham we try to ensure that the SRE curriculum is sensitive to a range of different family circumstances, values and beliefs. We aim to deliver an effective programme that meets the needs of our pupils and takes account of the variety of faiths, abilities and backgrounds.

Sex and Relationships Education is important because it can:

- help and support our children in their physical, emotional and moral development
- help them to learn to respect themselves and others
- help them to move with confidence from childhood through adolescence into adulthood



Sex and Relationships Education at Pevensey and Westham School will help our children to have:-

Personal and Social Skills - so that they:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Understand the need to manage their own emotions and to respect themselves and others.
- Learn to be sensitive to the needs of others recognise and avoid unacceptable behaviour.
- Manage conflict.
- Learn how to protect themselves and ask for help and support.
- Have a critical awareness of the messages delivered by the media or within their peer group.

Positive Attitudes and Values – so that they:

- Learn the value of respect, love and care in sustaining good relationships.
- Understand moral dilemmas.
- Appreciate the value of good relationships, family life, marriage and the responsibilities of parenthood.
- Understand that the family unit can take various forms.

Knowledge and Understanding – so that they:

- Are able to name parts of the body, including the reproductive organs and describe how their bodies work.
- Understand about emotions, relationships and basic human reproduction.
- Learn and understand each stage of their emotional and physical development and are prepared for puberty before they experience the onset of physical changes.



Legal Requirement

We have made reference to government guidance (DfEE 0116/2000) whilst devising our programme of work and SRE policy.

The law requires schools to provide Sex and Relationships Education. The biological content of SRE is mandatory for all pupils, as part of the National Curriculum for Science.

This includes:

KS1 - that animals, including humans, move, feed, grow, use their



senses and reproduce

- to recognise and compare the main external parts of the bodies of humans

- that humans and animals can produce offspring and these grow into adults

KS2 - that the life processes common to humans and other animals include growth, nutrition and reproduction

- about the main stages of the human life cycle

SRE is planned and delivered as part of Personal, Social, Health and Economic Education (PSHEe) and may also be delivered through other curriculum areas such as Literacy, Religious Education and Science.

The law also gives parents the right to ask for their child to be withdrawn from specific sex education lessons. If you are considering doing so, please discuss the matter with your child's teacher.

Throughout KS1 and KS2, SRE at Pevensey and Westham School is integral to the four PSHEe learning themes.

1. Developing confidence and responsibility and making the most of the pupils' abilities
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people



A Whole School Approach

Children's sensitivities, individual needs, current knowledge and readiness for learning will be carefully assessed, so that their experience of SRE is as supportive and meaningful to them as possible. SRE is a gradual developmental process that is supported by a partnership between home and school and will provide a foundation for further work at secondary school.

All teachers are involved in the school's SRE provision, through their delivery of the Personal, Social, Health and Citizenship programme, the science curriculum and day to day contact with the children.

Teachers are in agreement about the school's approach to SRE which is formalised in our SRE policy. Each teacher follows The Christopher Winter Project which is a progressive and age-

appropriate programme for teaching SRE between Years 1 and 6. Teachers are aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. This is essential, because much of the success of SRE depends upon the class teacher being sensitive to the particular needs of individual children, and being able to respond to their questions in a way that is appropriate to the child's stage of development. Teachers take care to ensure that their personal beliefs and attitudes do not influence their teaching of SRE within the PSHEe framework.

Teaching Assistants may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with children.

Outside agencies, health professionals, drama groups and other speakers may from time to time be involved in SRE through the PSHEe programme. The school will only work with agencies and speakers who are judged to be suitable to the children's needs. We shall work in partnership with them and jointly plan their input.

Organisation for Learning

It is important that teaching and learning in SRE is conducted in a safe learning environment. Pupils are not put on the spot or expected to discuss personal issues in class.

Where it is regarded as beneficial, pupils are divided into single gender groups. (e.g. when being given detailed information about menstruation and/or body changes during puberty)

Answering Questions

The school believes that children should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide whether to answer questions in class and, if so, how. A question box is be placed in each classroom. This allows the children to ask anonymous questions or highlight concerns they may have. The class teacher will then deal with these questions or concerns appropriately.

Teachers may decide to answer a question at a later time or refer the child to their parents. If a question or statement is too personal, teachers may remind children about the ground rules agreed for the sessions and, if necessary, point out appropriate sources of support. All Staff will make it clear to children that they cannot promise absolute confidentiality. If a teacher is concerned that a child is 'at risk', they will follow the school's child protection procedures.



Frequently Asked Questions

How do teachers make decisions about what they consider to be *appropriate*?

Teachers, governors and parents at Pevensey & Westham CE School have discussed fully what is *appropriate* for children at different stages of their development. The issues we cover and the terms we use in SRE have been consulted on and agreed.

Teachers have to make judgements and decisions about how to answer children's questions on a wide range of issues every day. They will always use their professional judgement when responding to children's questions about sex and relationships.

If any parents or carers have particular concerns about what they would want their child to hear or learn about, it would be helpful if they could take an opportunity to speak to their child's teacher.

Doesn't SRE sexualise children?

Research has shown that good sex education helps to delay rather than accelerate the age at which young people start to become sexually active. These findings support a programme of SRE that begins at Key Stage 1 and continues to build on previous learning, through PSHEe, with the concept of 'relationships' at the heart of what is taught.

Won't this destroy the innocence of 5 year olds?

Innocence is not the same as ignorance. Children make sense of information as they need to.

Children will learn about SRE from an early age, even if we don't talk to them. Some of the things they pick up from advertising and the media are incorrect, confusing and possibly frightening. Children are not isolated from the rest of the world and so they pick up lots of information and misinformation. It is better that they have the opportunity to hear what is factually correct, presented sensitively, with consideration given to each child's stage of development.



How are varying religious perspectives considered in the delivery of SRE?

It is important to respect each other's beliefs about what children should learn at school about SRE.

For this reason, parents and carers are given the opportunity to:

- talk to teachers about the content of the SRE programme for their child
- know what vocabulary will be taught
- view the resources that their child might be shown

What will children be taught about sensitive issues?

- **Menstruation**

Towards the end of Year 4, teachers hold sessions, during which the children learn about menstruation. As part of these sessions, the girls will be given information about what to do should they begin their period at school, who can help them and where and how they can change and dispose of their sanitary protection.

If teachers are kept informed about menstruating girls, they are better able to make arrangements for helping, when this is needed.

- **Contraception**

Year six children will learn that steps can be taken to reduce the risk of pregnancy by the use of condoms and the contraceptive pill. They will probably have heard information about these, which is often given in television adverts. They will also be told, for example, that it is not possible to conceive by kissing and cuddling, which will alleviate fears that pubescent girls often have. Detailed information about contraception does not appear in the primary curriculum for SRE.

- **HIV and AIDS**

Some children will have heard about HIV and AIDS; which can be referred to in the news and television programmes. Detailed information will not be given, but questions will be answered honestly and sensitively.

- **Masturbation**

This will not be discussed in detail, but should children ask about it, any questions will be answered sensitively.

What about the use of slang words?

We encourage the children to know and use the correct terminology. However, slang expressions may be referred to in order to help children understand why the use of some words may be inappropriate.



The topics and terminology used in the SRE programme:

Year 1 - Growing and caring for ourselves

Clean, similar, different, family, girl, boy, male, female, body parts, penis, vagina

Year 2 - Differences

Similar, different, sex, gender, roles, stereotypes, boy, girl, male, female, body parts, penis, vagina

Year 3 - Valuing difference and keeping safe

Stereotypes, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption, relationship

Year 4 - Growing up

Puberty, lifecycle, reproduction, physical, pregnancy, breasts, sperm, egg, pubic hair, emotions, feelings

Year 5 - Puberty

Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Year 6 - Puberty and Reproduction

Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy

Should you require further clarification about our Sex and Relationships Programme, please contact your child's class teacher.