

Purleigh Primary School



Sex and Relationship Education (SRE) Policy

“Achievement for all within a community that cares”

Date adopted: Spring 2023

Date of review: Spring 2026

Contents

- 1. Curriculum Statement**
- 2. Organisation**
- 3. KS1 and KS2**
- 4. Role of the Subject Leader**
- 5. Role of the parents**

1. Curriculum Statement

Intent

At Purleigh, we believe that Sex and Relationship Education (SRE) is a key learning process which equips children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being. SRE is a lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. SRE is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme.

Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a).

Implementation

Through the Medway scheme, which is supported by the PSHE Association, the aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration to the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship.
- the physical development of their bodies as they grow into adults.
- the way humans reproduce.
- the importance of family life.
- respect for the views of other people.
- sex abuse, and what they should do if they are worried about any sexual matters.

Impact

PSHE has an impact on both non-academic and academic outcomes for pupils, developing skills which can be used to promote children's spiritual, moral, social and cultural development. We encourage our children to approach challenges with a growth mind-set, and discussions around this are present within each classroom. We continue to be committed to supporting the mental health and wellbeing of all our pupils.

2. Organisation

Within the academic year, children will be taught SRE in the second half of the Summer Term. Sex and relationship education is delivered through science and PSHE, and is taught by classroom teachers, and teaching assistants.

We teach about sex in the context of the school's aims and values framework. While sex education in our school means that we give children information about sex and healthy relationships, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of family life;
- sex education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children are taught about healthy relationships and what this means.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, and looking at case studies. Resources to teach sex and relationship education may include fiction, reference books, and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant, particularly in UKS2.

3. KS1 and KS2

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.

In Key Stage 2 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

4. Role of the Subject Leader

The subject leader's responsibilities are:

- to establish a secure profile of the subject
- to ensure that the resources are sufficient and appropriate
- to replace and acquire new resources
- to model the teaching of SRE
- to monitor books, planning and the teaching of SRE
- to ensure that progression of key skills throughout the school are effectively planned for
- to assist colleagues to identify key skills to be taught, within a particular unit, and how to assess this learning
- to assist colleagues in the planning and delivering of lessons

5. Role of the parents

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex education in school, however it is mandatory that children attend every aspect of Relationships and Health Education. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age.