

**GLENMERE COMMUNITY
PRIMARY SCHOOL**

**At Glenmere we are GREAT! Because we:
Grow, Respect, Enjoy, Achieve
Together**

Relationship and Sex Education Policy

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Statement of intent

At Glenmere Primary, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health." The Relationships and Sex Education curriculum is divided between our science and PSHE curriculum.

PSHE statement of intent: To develop children's understanding of PSHE and provide them with a foundation of life skills across all contexts (home/school/community) and time spans (primary/secondary/later life).

Science statement of intent: To develop children's scientific knowledge and understanding of the nature, processes and methods of science, for now and the future. To promote and encourage a sense of excitement and curiosity about natural phenomena in a practical and investigative way.

RSE statement of intent: To develop children's understanding of the importance of family life, stable and loving relationships and respect for others, love and care. To develop children's scientific understanding of the development of humans.

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Signed by:

Headteacher

Date:

Chair of governors

Date:

1. Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Relationships education, relationships and sex education (RSE) and health education guidance' 2019
- DfE 'Science programmes of study: key stages 1 and 2' 2014

2. Organisation of the programme

- 2.1. The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents, in accordance with DfE recommendations.
- 2.2. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.
- 2.3. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 2.4. Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum and therefore must be taught. **Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the relationships and sex education programme, are able to be moved to older year groups or deleted, appropriate to the school/academy's wishes.**

3. Key stage 1

3.1. Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.

3.2. Pupils in Year 2 are taught:

- To match the correct body parts to a male and female.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

4. Key stage 2

4.1. Pupils in Year 3 are taught:

- That humans reproduce and produce offspring.

- About the word “puberty”, and that this is used to explain when a child’s body turns into an adult.
- About the importance of hygiene.
- The biological terminology used to describe changes in boys’ and girls’ bodies as they go through puberty.
- About stereotypical ideas regarding parenting and family roles.

4.2. Pupils in Year 4 are taught:

- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

4.3. Pupils in Year 5 are taught:

- More about how girls’ and boys’ bodies change during puberty, including how they might feel about these changes.
- About ‘self-image’ and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as “gay” mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

4.4. Pupils in Year 6 are taught:

- That babies are made during sexual intercourse.
- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.

- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.

- About what to expect in secondary school and to discuss any worries that they might have about this transition.

4.5. During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

- The way in which hormonal control occurs, including the effects of sex hormones.
- About medical hormones such as those relating to fertility.

- How sex is determined in humans.
- About the benefits and risks of lifestyle choices which may affect sexual health.
 - About positive characteristics in relationships, and what relationships should offer.
 - The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship.
 - The responsibilities of parenthood and the consequences of what pupils' actions have on sexual activity and parenthood.
 - About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others.
 - The use of medical hormones to control and promote fertility.
 - The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
 - About trans* individuals and acceptance in society.
 - About the use of 'sexting' and the importance of being aware of what pupils post online.
 - How the media portrays others with particular consideration to body image and self-esteem.
 - About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females.
 - Where and how to obtain confidential advice, counselling and treatment.

5. Working with parents

- 5.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 5.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 5.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters.
- 5.4. The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.
- 5.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 – Science national curriculum](#).

6. Equal opportunities

6.1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

- 6.2. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

7. Confidentiality

- 7.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 7.2. Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy.

8. Bullying incidents

- 8.1. The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 8.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- 8.3. These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

9. Monitoring and review

- 9.1. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator on an annual basis.
- 9.2. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.

9.3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 1 – Letter to parents/carers

Glenmere Primary school
Estoril Avenue
Wigston
Leicester
Le183RD

Dear Parent/carers,

RE: Sex and relationship education at Glenmere Primary School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At Glenmere Primary School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's Sex and Relationship Education Policy, which can be accessed on our school website, or in hard copy via our school office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these. Yours sincerely,

Mrs S Conlon

Headteacher

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> That animals, including humans, move, feed, grow, use their senses and reproduce. <input type="checkbox"/> To recognise and compare the main external parts of the bodies of humans. <input type="checkbox"/> That humans and animals can produce offspring, and they grow into adults. <input type="checkbox"/> To recognise similarities and differences between themselves and others. <input type="checkbox"/> To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> That nutrition, growth and reproduction are common life processes for humans and other animals. <input type="checkbox"/> About the main stages of the human life cycle.
Key stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> That fertilisation in humans is the fusion between the egg and sperm. <input type="checkbox"/> About the physical and emotional changes that take place during adolescence. <input type="checkbox"/> How the foetus grows and develops. <input type="checkbox"/> How the growth and reproduction of bacteria and viruses can affect health.
Key stage 4	<ul style="list-style-type: none"> <input type="checkbox"/> The way in which hormonal control occurs, including the effects of sex hormones. <input type="checkbox"/> The medical uses of some hormones, including the control of fertility. <input type="checkbox"/> The defence mechanisms of the body. <input type="checkbox"/> How sex is determined in humans.

