



PENRUDDOCK PRIMARY SCHOOL

Sex and Relationships Policy

2024 - 2025

Approved by¹	
Name:	Hazel Johnson
Position:	Head teacher
Signed:	H E Johnson
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Proposed review date²:	February 2025

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Version 2	29 03 22
2	Version 3	09.02.23
3	Version 4	31 01 24
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OUR VISION

To create a caring community where every child is nurtured and valued, empowered and inspired to achieve.

The school's policy for Sex and Relationships Education (SRE) is based on guidance from the DfE (Sex and Relationships Guidance – July 2000).

At Penruddock Primary School SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Penruddock School we aim to:

- Acquire the essential tools for life-long learning;
- Build upon children's strengths and give them the confidence to "fly";
- Develop lively, enquiring, imaginative and creative minds with the ability to question other people and their ideas;
- Become independent, self-motivated and confident individuals;
- Develop the ability to collaborate effectively within a working team; in school and in the wider community in which they live;
- Develop a reasoned set of attitudes, values and beliefs;
- Develop understanding of the world in which they live and of the interdependence of individuals, groups, nations and the environment;
- Embrace creativity;
- Appreciate human achievements and be inspired by them;
- Be healthy and fit and understand how to maintain a healthy lifestyle

AIMS OF THE SRE POLICY

- To meet the requirements of the DfES guidance on SRE
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way
- To enable children to move with confidence from childhood through adolescence to adulthood
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born
- To ensure children are aware of personal space and their right to privacy

SRE IN THE CURRICULUM

The Headteacher is responsible for the effective delivery of the SRE curriculum.

At Penruddock Primary School, SRE is taught through the Personal Social and Health Education (PSHE) curriculum and is delivered in the Summer Term. The school uses the Jigsaw PSHE Programme as it promotes children's awareness of PSHE including SRE issues in a graduated and age appropriate manner. We believe the programme is structured in a way that allows teachers to

sensitively ensure children are aware and understand the boundaries that should exist linked to relationships, body parts, gender and the private areas of their body. The programme will be delivered by the school staff and may involve support and advice from health professionals when deemed appropriate. Both boys and Girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Jigsaw is taught through a series of 6 puzzles each year. As you will see in Appendix 1 the 6 puzzles are:

- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

SRE is at the core of the last part of the last puzzle, 'Changing Me' although the Jigsaw scheme is a holistic approach to personal, social and health education. Essential work is done in earlier puzzles each year to help children develop good self-esteem, and enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected.

Each puzzle is divided into pieces (lessons) across the term.

Resources such as, picture cards, resource sheets and animations are used to enhance teaching and learning.

For learning overviews in the 'Changing me' puzzle for all year groups see:

Year Y1- Y6	Appendix 1
Year R	Appendix 2

Each class will cover the content for both year groups each year as the content for both age groups is age appropriate. Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively.

Parents and carers will be informed prior to SRE delivery each year and are welcome to come and discuss the content with class teachers and/or to view the SRE teaching resources prior to delivery each year.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use an 'Ask It' basket to collect questions children feel less confident to ask in front of their peers and teachers always use their own discretion on how to answer questions appropriately.

Homosexuality may be discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's

questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however this is not always the case.

ASSESSMENT REPORTING AND RECORDING

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE.

EQUAL OPPORTINUTIIES

All pupils have access to the SRE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

CHILD PROTECTION

All teaching staff are trained in child protection issues. Any concerns raised through SRE are dealt with in line with the schools child protection policy and procedures.

WORKING WITH PARENTS

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- Consulting parents over the development of the policy
- Involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home. Supporting parents in helping children to cope with the physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfES materials for parents who choose to withdraw their children.

MONITORING AND EVALUATION

The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors.

This policy will be reviewed on an annual basis.

Penruddock School conducted a consultation and review of this SRE policy during the Spring and Summer Term of 2020 in preparation for the statutory requirement to do so before Sept 2020

Appendix 1



Changing Me Overview for Parents

Year 1

Piece		Please teach me to:	Vocabulary
1	Life Cycles	<ul style="list-style-type: none"> Start to understand the life cycles of animals and humans. Understand that changes happen as we grow and that this is OK. 	changes life cycle baby adulthood
2	Changing me	<ul style="list-style-type: none"> Tell you some things about me that have changed and some things about me that have stayed the same. Know that changes are OK and that sometimes they will happen whether I want them to or not. 	change life cycle baby adult grown up
3	My Changing Body	<ul style="list-style-type: none"> Know how my body has changed since I was a baby. Understand that growing up is natural and that everybody grows at different rates. 	baby growing up adult mature change
4	Boy's and Girls' bodies	<ul style="list-style-type: none"> Identify the parts of the body that makes boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private. 	male female vagina penis testicles vulva anus
5	Learning and Growing	<ul style="list-style-type: none"> Understand that every time I learn something new I change a little bit. Enjoy learning new things. 	learn new grow change
6	Coping with changes	<ul style="list-style-type: none"> Tell you about changes that have happened in my life. Know some ways to cope with changes 	change feelings anxious worried excited coping

Year 2

Piece		Please teach me to:	Vocabulary
1	Life Cycles in nature	<ul style="list-style-type: none"> Recognise cycles of life in nature. Understand there are some changes that are outside my control and to recognise how I feel about this. 	change grow life cycle control baby adult fully grown
2	Growing from young to old	<ul style="list-style-type: none"> Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me. 	growing up old young change respect appearance physical
3	The changing me	<ul style="list-style-type: none"> Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent. 	baby toddle child teenager adult independent timeline freedom responsibilities
4	Boys' and girls' bodies	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl/ 	male female vagina penis testicles vulva anus public private
5	Assertiveness	<ul style="list-style-type: none"> Understand there are different types of touch and tell you which ones I like and don't like. Be confident to say what I like and don't like and ask for help. 	touch texture cuddle hug squeeze like dislike acceptable unacceptable comfortable uncomfortable
6	Looking ahead	<ul style="list-style-type: none"> Identify what I am looking forward to when I move to my next class. Start thinking about changes I will make in my next year at school and know how to go about this. 	change looking forward excited nervous anxious happy



Changing Me Overview for Parents

Year 3

Piece		Please teach me to:	Vocabulary
1	How Babies Grow	<ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals. 	changes birth animals babies mother growing up
2	Babies	<ul style="list-style-type: none"> Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family. 	baby grow uterus womb nutrients survive love affection care
3	Outside Body Changes	<ul style="list-style-type: none"> Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings. 	change puberty control pubic hair penis breasts
4	Inside Body Changes	<ul style="list-style-type: none"> Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings. 	puberty male female testicles sperm penis ovaries egg womb vagina
5	Family Stereotypes	<ul style="list-style-type: none"> Start to recognise stereotypical ideas I might have about parenting and family roles. 	stereotypes task roles challenge

		<ul style="list-style-type: none"> Express how I feel when my ideas are challenged and be willing to change my ideas sometimes. 	
6	Looking Ahead	<ul style="list-style-type: none"> Identify what I am looking forward to when I am in Year 4. Start to think about changes I will make when I am in year 4 and know how to do about this. 	change looking forward excited nervous anxious happy

Year 4

Piece		Please teach me to:	Vocabulary
1	Unique Me	<ul style="list-style-type: none"> Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. Appreciate that I am a truly unique human being. 	personal unique characteristics parents
2	Having a Baby	<ul style="list-style-type: none"> Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult. 	sperm egg penis testicles vagina womb ovaries making love fertilise reproduction
3	Girls and Puberty	<ul style="list-style-type: none"> Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty. 	puberty menstruation periods
4	Circles of Change	<ul style="list-style-type: none"> Know how the circle of change works and can apply it to changes I want to make in my life. Am confident enough to try to make changes when I think they will benefit me. 	circle seasons change control
5	Accepting Change	<ul style="list-style-type: none"> Identify changes that have been and may continue to be outside of my control that I learnt to accept. Express my fears and concerns about changes that are outside of my control 	range of emotions control change acceptance

		and know how to manage these feelings positively.	
6	Looking Ahead	<ul style="list-style-type: none"> • Identify what I am looking forward to when I am in Year 5. • Reflect on the changes I would like to make when I am in Year 5 and describe how to go about this. 	change looking forward excited nervous anxious happy



Changing Me Overview for Parents

Year 5

Piece		Please teach me to:	Vocabulary
1	Self-Image and Body Image	<ul style="list-style-type: none"> Be aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem. 	self self-image body image self-esteem perception characteristics aspects affirmation
2	Puberty for girls	<ul style="list-style-type: none"> Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens for everybody and that it will be OK for me. 	puberty menstruation periods sanitary towels sanitary pads tampons ovary vagina womb/uterus
3	Puberty for boys	<ul style="list-style-type: none"> Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty. 	puberty sperm semen testicles/testes erection ejaculation wet dream larynx facial hair growth spurt hormones
4	Conception	<ul style="list-style-type: none"> Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways. 	relationships conception making love sexual intercourse fallopian tube fertilisation pregnancy embryo umbilical cord contraception Fertility treatment (IVF)
5	Looking Ahead	<ul style="list-style-type: none"> Identify what I am looking forward to about becoming a teenager and understand this brings responsibilities (age of consent) 	teenager milestone perceptions puberty responsibilities

		<ul style="list-style-type: none"> • Be confident that I can cope with the changes that growing up will bring.. 	
6	Looking ahead to Year 6	<ul style="list-style-type: none"> • Identify what I am looking forward to when I am in Year 6. • Start to think about changes I will make when I am in year 6 and know how to do about this. 	change hope manage cope opportunities emotions fear excitement anxious

Year 6

Piece		Please teach me to:	Vocabulary
1	My Self-Image	<ul style="list-style-type: none"> • Be aware of my own self-image and how my body image fits into that. • Know how to develop my own self esteem. 	self self-image body image self-esteem perception characteristics aspects affirmation
2	Puberty	<ul style="list-style-type: none"> • Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. • Express how I feel about the changes that will happen to me during puberty. 	opportunities freedoms responsibilities puberty vocabulary pubic hair voice breaks menstruation semen erection tampon breasts hormones wet dream ovulation masturbation sanitary towel clitoris testicles sperm penis vagina womb fallopian tubes
3	Girl Talk/Boy Talk	<ul style="list-style-type: none"> • Ask the questions I need answered about changes during puberty. • Reflect on how I feel about asking questions and about the answers I receive. 	trust respect puberty vocabulary as above

4	Babies: Conception to Birth	<ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby. 	<p>pregnancy embryo foetus placenta umbilical cord labour contractions cervix midwife</p>
5	Attraction	<ul style="list-style-type: none"> Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. 	<p>independence grown up attraction relationship friends</p>
6	Transition to secondary school	<ul style="list-style-type: none"> Identify what I am looking forward to and what worries me about the transition to secondary school. Know how to prepare myself emotionally for starting secondary school. 	<p>transition secondary looking forward journey worries anxiety hopes excitement</p>