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## Sex and Relationships Policy

**Date Agreed: 23/11/2021**

**Review Date: November 2022**

**Signed on behalf of the Governing Body:**

**Chair: Gemma Cook**

### **Revision Record**

Revisi on No.	Date Issued	Prepared By	Approved	Comments

Binstead Primary School

Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place to support children, families and staff of the school. All policies should be read in conjunction with the Safeguarding and Child Protection Policy.

Rationale

Sex and relationships education is about developing positive attitudes and values, becoming confident in personal and social skills, gaining knowledge and understanding of the ways we relate to other people safely, happily and responsibly, including virtually.

It provides an understanding that positive, caring environments are essential for the development of a good self image and that individuals are in charge of and responsible for their own bodies.

### Aims

- to help and support pupils through their physical, emotional and moral development.
- to create a structure and climate within the school in which every pupil feels happy and secure and has a positive self image, with a developing sense of responsibility, respect and value for others.
- to help pupils acquire: confidence, appropriate knowledge and understanding, positive attitudes, personal and interpersonal skills.
- to create an atmosphere where pupils can learn about, and discuss sexual matters without embarrassment, combating ignorance, anxiety and misinformation and increasing understanding by providing information about human sexual development.
- to develop strategies that support mental well-being, including recognising emotions, understanding how to ask for support and how physical well-being relates to mental well-being.

### The role of the parents

Parents have the right to withdraw their children from all or part of the sex and relationship education provided in the school except for those parts identified within the National Curriculum for science which is statutory. Parents wishing to take up this right should contact the headteacher to discuss concerns and review the intended curriculum before making a final decision.

Cultural issues will be taken into account and parents should contact the Headteacher to discuss any such issues and concerns.

School sex and relationships education complements and supports the role of parents.

Parents can support school sex and relationships education by:

- Participation in discussion of detailed content for each year group in relevant parent meetings.
- Being prepared to answer questions which may arise
- Taking advantage of opportunities which arise, eg birth of a baby or animal to talk naturally about sexuality
- Making sure that their children know that everyone is unique and develops at different times and that different body sizes are natural
- Participating in opportunities to reinforce work done in school.

## **SEN (special educational needs) and inclusion**

We make every effort to ensure that sex and relationships education is taught to meet the needs and abilities of all pupils. Amended programmes will be discussed with parents / carers of individuals.

## **Monitoring and evaluation**

The views of parents are always welcome. Parents are involved in policy reviews by invitation to meetings to look at materials and to review policy. The policy goes to Governors for any amendments and for final ratification. The policy is reviewed every alternate year and is available in the school office for parents to see. Staff and governors monitor implementation of the policy through observation of lessons, observing general relationships behaviour, looking at children's work and listening to pupils. Teachers will use assessment for learning techniques to inform planning and ensure that lessons are tailored to meet pupil needs. Occasionally external inspectors will comment on policy/and or its implementation.

## **Content**

Sex and Relationships education takes place within the framework of the PSHE programme of the school. Some work takes place as part of science and Religious Education.

Sex and Relationships education and questions arising are dealt with in a sensitive, objective and balanced manner acknowledging that pupils come from backgrounds that reflect differing values and experiences.

Sex and Relationships Education is taught throughout the school from EYFS to Year 6

## **Resources**

Resources are chosen by the PSHE coordinator and Foundation Curriculum leader in discussion with staff and on a needs based assessment of prior knowledge. Advice is sought from outside agencies, and parents are invited to preview resources before they are used with the pupils.

Teachers will use resources from the Christopher Winter Project and the Yasmine and Tom scheme produced by The Sexual Health Company.

## **The main areas of focus.**

### **Growing and growing up.**

How we change

Taking responsibility for ourselves

Expressing our feelings to others

Building self esteem

Looking after ourselves and keeping healthy

Knowing about personal safety, how to protect ourselves and ask for help

Preparing for the physical, emotional and social changes that take place at puberty

Personal hygiene  
Periods and wet dreams  
Puberty and reproduction  
Relationships  
How babies are made (conception and pregnancy)

#### The cycle of life.

Life cycles of animals and people  
New beginnings and moving on  
Baptisms, weddings and bereavement  
New friends and friendships

#### Loving and caring.

Love and care within families  
Looking after babies  
Baby animals  
Caring for pets  
Caring for our friends  
Bullying  
Sharing feelings  
Developing good relationships  
Respecting the differences between people

#### Online Safety

Benefits of limiting time online and risks of over exposure  
Understanding the effect of online actions  
Understand the need to keep online relationships respectful and their personal details private  
Understand why there are age restrictions on social media and online games  
Recognise online bullying and trolling and how to report it

### **National curriculum science (statutory)**

#### Key stage 1.

Pupils should be taught:

- That animals, including humans, move, grow, use their senses and reproduce.
- That humans and animals can produce offspring and that these grow into adults.
- To recognise and compare the main external parts of the human body and other animals including genitals.
- To recognise similarities and differences between them and others and treat others with sensitivity.
- How to treat animals with care and sensitivity.

#### Key stage 2

Pupils should be taught:

- That life processes common to humans and other animals, include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

#### Training

Teachers should be given opportunities to train in aspects of sex and relationship education, relevant to their class or group, in order for them to teach confidently and appropriately.

#### Ground rules

A set of ground rules helps to create a safe environment in which teachers and pupils do not feel embarrassed about unintended or unexpected questions or comments.

- No-one (teacher or pupil) will have to answer personal questions
- No-one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Correct names of body parts will be used
- Everyone's contribution is valued and respected

#### Dealing with questions

Ground rules should always be used. Opportunity for individual/ anonymous questions given through a question box

- If a question is personal the teacher should remind the pupil of the ground rules
- If a teacher doesn't know the answer to a question it is important to acknowledge this
- If a question is too explicit or is inappropriate for the whole class or raises questions about sexual abuse the teacher should acknowledge and promise to attend to it later on an individual basis. To maintain trust, the teacher must keep their promise.
- If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the schools child protection policy and procedures.

#### Working with the wider community

People in the wider community support in the planning, resourcing and delivery of sex and relationship education. Binstead Primary school benefits from support and advice from:

- Isle of Wight health education unit
- The school nurse
- Hampshire police schools liaison officer
- Healthy schools officer

#### Confidentiality

Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection procedures should be followed.

Teachers should make sure that pupils:

- Are reassured that their best interests will be maintained
- Are encouraged to talk to their parents or carers and supported to do so
- Know that teachers cannot offer unconditional confidentiality
- Are reassured that if confidentiality has to be broken they will be informed first and then supported as appropriate
- Are given the skills were to get help and information
- Use the ground rules in lessons

The school should make sure that:

- All staff are familiar with child protection procedures and policy
- All staff, parents/carers and pupils are aware of the school's confidentiality policy and how it works in practice.

Health professionals Are bound by their professional codes of conduct in one to one situations with individual pupils, but in a classroom situation they should follow the schools confidentiality policy.

This policy is based on training within the national healthy schools standards, the Christopher Winter project, Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), The National Curriculum.

Appendix

The Christopher Winter project schemes of work.

PSHE Progression Documents