



Portway Junior School policy for Personal, Social, Health Education (PSHE) - Sex and Relationships Education (SRE)

Definition of Sex and Relationships Education

'SRE is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

SRE and statutory duties in school

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

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. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38)

• Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014).

- When any school provides SRE they must have regard to the Secretary of State’s guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).

- **It is compulsory** for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Also, all state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfEE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)

- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2023) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

Equalities:

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Jigsaw SRE Content:

The grid below shows specific SRE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Pupils will be able to...
Year 3	Piece 1 How Babies Grow	-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.
	Piece 2 Babies	-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. -Understand that boys’ and girls’ bodies need to change so that when they

	<p>Piece 3 Outside Body Changes</p> <p>Piece 4 Inside Body Changes</p>	<p>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.</p> <p>-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.</p>
Year 4	<p>Piece 2 Having A Baby</p> <p>Piece 3 Girls and Puberty</p>	<p>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.</p> <p>-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</p>
Year 5	<p>Piece 2 Puberty for Girls</p> <p>Piece 3 Puberty for Boys and Girls</p> <p>Piece 4 Conception</p>	<p>-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 to everybody and that it will be OK for me.</p> <p>-Describe how boys' and girls' bodies change during puberty. -Express how I feel about the changes that will happen to me during puberty.</p> <p>-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.</p>
Year 6	<p>Piece 2 Puberty</p> <p>Piece 3 Girl Talk/Boy Talk</p> <p>Piece 4 Babies – Conception to Birth</p> <p>Piece 5 Attraction</p>	<p>-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.</p> <p>-Ask the questions I need answered about changes during puberty. -Reflect on how I feel about asking the questions and about the answers I receive.</p> <p>-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> <p>-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>

Withdrawal from SRE lessons:

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right must let their child's class teacher know in writing prior to the sessions beginning. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Portway Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Working with parents and carers

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools. Parents/carers have a legal right to see this policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.