

YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



Sex and Relationships Policy

**Autumn 2025
To be reviewed Autumn 2026**

The School Aims

At Yardley Wood we aim to provide the best possible opportunity for every child to fulfil his/her potential, both academically and as a responsible citizen.

It is our policy:

- To help each child to develop fully, according to his/her level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics. To develop investigate skills, knowledge and understanding in science and technology, and to provide experiences and learning opportunities in all other subject areas, providing breadth and balance to the curriculum
- To build a happy school society based on mutual respect and a real sense of caring for one another. That every child experiences success and feels that he/she is a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take a pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

The Philosophy of the school

It is the philosophy of Yardley Wood Community Primary School that all children experience a planned programme of sex and relationships education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Aims and Objectives of the Policy

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage can be an important, but not exclusive, context for family life.
- To provide basic knowledge of the human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

This policy supports the following school policies:

- Equal Opportunities
- Behaviour
- Statement of School Philosophy, Aims and Objectives
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Child Protection.

Areas of Responsibility

Governors

- To ensure the legal framework is followed.
- To consult with parents on the determination of the school's Sex and Relationships Education Policy.
- To implement the policy through the Head Teacher.
- To implement the annual review.
- To make, and keep up to date, a separate written statement of the school's policy with regard to Sex and Relationships Education.

- To make copies of this statement available for the inspection by parents of pupils registered at the school, and provide a free copy to any parent who requests one.
- To include a summary of the content and organisation of Sex and Relationship Education in the Schools Prospectus.

Headteacher

- To implement the Sex and Relationships Education Policy
- To ensure the policy is followed
- To liaise with parents
- To ensure the policy is reviewed annually
- To disseminate information to the staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate

Class Teachers

- To prepare long- and short-term plans to include Sex and Relationships Education in the Curriculum
- To ensure the correct resources are available
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties

School Nurse/Health Service Specialists

- To give support throughout the school, when and if appropriate

Special Needs Co-ordinator

- To assist in the development of the policy concerning the welfare of children with special needs
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs

Policy Formation and Consultation Process

The policy has been written following the DfES guidelines.

A group of Governors from the Curriculum Committee agree a draft policy in consultation with teachers. The draft policy is presented to the teachers for their views. The parents/guardians are consulted and remain informed of their children's SRE education and any annual changes. The full Governing Body finally agrees the policy.

Equal Opportunities

In support of the Equal Opportunities Policy, all Yardley Wood Community Primary School pupils, regardless of age, ability, gender or nationality, have the same opportunity to benefit from the sex and relationships resources and teaching methods.

Organization of School Sex and Relationships Education

Who Will Teach It?

All class teachers will teach sex and relationships education as part of the Science and PSHE Curriculum and through the support of 'Jigsaw', a combined PSHE programme that includes an integrated curriculum for SRE.

Methodology and Approach

There will be a whole school approach, from Nursery to Year 6. This subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships and the variety of these, human and physical development and reproduction, sexuality and the risk of sexual activity.

Dealing With Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationships education in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions which they deem to be sensitive, for example homosexuality, contraception or sexually transmitted diseases.

The following ground rules have been established:

- Teachers should not enter into discussions about personal issues and lifestyles
- No one-child or adult – has to answer a personal question.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way
- There are to be no anonymous questions or worry boxes to be used in the process (for safeguarding issues).

Yardley Wood Community Primary School Sex and Relationship Education Programme

This programme will be delivered within the Science Curriculum and the four broad themes within PSHE.

- Increasing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Embracing a healthier lifestyle
- Developing good relationships and respecting differences between people

Through this programme the children should:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body and describe how their body works
- Be able to protect themselves and ask for support and help
- Be prepared for puberty

Within the Science Curriculum the children should:

Key Stage 1:

- Know that creatures, including humans, move, feed, grow, use their senses and reproduce
- Recognize the main external parts of their bodies
- Know that humans and other animals can produce offspring, which grow into adults like themselves
- Recognize the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- Know the main internal parts of the body
- Know about the main stages of the human life cycle

(Parents should be aware that children cannot be withdrawn from these Science lessons.)

Content for Key Stages 1 and 2

At Yardley Wood Community Primary School the scheme of work for sex and relationships education is taught under the following headings. Progression and continuity are built into the programme from Nursery to Year 6.

An overview of the PSHE curriculum (incorporating SRE)

Being me in my world	Global citizenship Learning Ownership Responsibility
Celebrating difference	Recognising difference Consideration of others Acceptance Bullying Empathy
Dreams and goals	Success and challenge Co-operation and working with others Self-reflection Setting goals Coping with disappointment Working together for a better world
Healthy me	Keeping safe and healthy Nutrition and the right choices Keeping safe and who can help Peer pressure Body image Mis-use of alcohol and drugs
Relationships	Appreciation of others Conflict Making choices Influential actions Expressing opinions E-safety Power and controlling relationships
Changing Me	Identification of body parts Physical differences Life cycles Internal changes during puberty Puberty and emotional changes Transition to a new year Conception and reproduction

Specific Classroom Arrangements

The programme of study will be taught through mixed classes. Boys and girls are taught about their own development and each other's development so that they are aware and can be considerate of these things as they make the transition through school.

Curriculum Entitlement

Sex and Relationships Education will be taught to all pupils at Yardley Wood Community Primary School within Science and PSHE, but children with special educational needs relating to sex education will have their needs addressed both within the class and, where necessary, on a one-to-one basis.

Procedures for Reviewing the Effectiveness of the Programme

Topics and coverage are reviewed weekly through short-term plans and each term through medium-term plans. Staff and Governors review the policy annually. Parents are invited to comment and raise concerns or questions on an individual level.

Resources

Teachers use a combination for the 'Jigsaw' programme and any other resources they feel will further the children's understanding. Advice is taken from appropriate sources. Parents' comments are taken into consideration.

The Primary/Secondary Transition Year

The transition year before pupils move to Secondary School is considered a crucial one at Yardley Wood Community Primary School. The school supports pupils' emotional and physical development. By the end of this year the children will have been taught:

- About changes in their body relating to puberty, such as periods, voice-breaking and body hair
- When these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- How a baby is conceived and born
- About body image and importance of good relationships.

Specific Issues

Child Sex Abuse Procedure

The Child Protection Procedures as laid down by the LEA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LEA for handling cases of neglect, physical, emotional or sexual abuses, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality should not prevent action being taken if a child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedure. A copy of this is available in school for parents.

Child Withdrawal Procedure

Sex education at Yardley Wood Community Primary School is taught across the curriculum and it is not possible to separate all the sex education parts of lessons. Notification is always given in advance of classes so that parents have an opportunity to discuss the themes being taught. If a parent wishes to withdraw a child they should discuss their concerns with the class teacher/ or senior leader including the Head Teacher, however parents must be made aware that science strands are part of the statutory curriculum.

Complaint Procedure

If a parent or guardian has any cause for concern about Sex and Relationships Education Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved the Governors will be contacted.

Working with Parents

Yardley Wood Community Primary School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies and sexual health.

The policy is available in school for all parents to inspect and details of the policy are published in the school prospectus.

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Approved by the Governing Board:

Signed Chair of Curriculum Committee

Date:

