



# Offwell Church of England Primary School

## Personal Development,

## Changes and Relationships Policy

### (SRE Policy)

Reviewed: October 2023

This policy should be read in conjunction with our PSHE policy and our Mental Health policy.

Our vision - **Be well**; **Learn well**; **Live well** - guides us in seeking to support all young people to stay safe, keep well and prepare for life in today's world. Added to this, Relationships Education and Personal, Social, Health and Economic Education (PSHE) is statutory in all schools. The Government laid an amendment to the Children and Social Work Bill on 1 March 2017, which is in effect from September 2020.

As set out in our vision, we believe it is important to prepare children for growing up, so they can understand and prepare for the changes they will face and develop the skills to look after themselves - keeping safe, clean and healthy, managing their emotions, enjoying healthy relationships, managing risks and challenges; understanding about consent, accepting difference, challenging stereotypes and becoming an active and positive participant in an inclusive society.

In line with government guidance, we will continue to teach sex education at an age-appropriate level, as we believe children have the right to a full education and most parents support the teaching of age-appropriate sex education in schools. Under the 1993 Education Act, Parents have the right to withdraw their children from sex education. This does not include what is taught as part of the science curriculum. From 2020, Parents do not have the right to withdraw pupils from relationships education.

Statutory government reforms and equality legislation, as well as our approach to social justice, ensures that all primary schools teach the full range of family structures, including those who identify as LGBTQ+, as well as understanding puberty and tackling sexism. This takes place as part of an inclusive curriculum, which:

‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life’

(Section 1 of the 1988 Education Reform Act)

We have included an outline of all the lessons which will be offered for children in Year 1 to Year 6.

## **KEY STAGE ONE (YEAR 1 AND YEAR 2)**

### **My special people**

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley,. Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

### **Growing up: the human life cycle**

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

### **Everybody's body**

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. This lesson also begins to address the issue of gender stereotypes.

**Recommended book: Grandfather and I (Helen E Buckley and Jan Ormerod)**

## **KEY STAGE TWO (YEAR 3)**

### **What makes a good friend?**

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

### **Falling out with friends**

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

## **KEY STAGE TWO (YEAR 4 AND YEAR 5)**

### **PUBERTY LESSONS 1-4**

#### **Time to change**

The first lesson focuses on some of the external changes that happen to the body.

### Menstruation and wet dreams

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

### Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

### Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

**Recommended book:** Hair in Funny Places (Babette Cole)

## **KEY STAGE TWO (YEAR 6)**

### Puberty: re-cap and review

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

### Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

### Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships.

The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

### How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

**Recommended book:** How Did I Begin? (Mick Manning and Brita Granstrom)

Other school policies which have relevance to Changes and Relationships Education are:

- Equal Opportunities
- Behaviour/ Anti-bullying
- Child Protection
- Special Educational Needs and Inclusion
- Looked After Children
- Teaching and Learning
- Drugs Education
- PSHE and Citizenship
- Race Equality
- Science
- RE

## **EQUAL OPPORTUNITIES**

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

## **CONTENT**

The programme of study we will use is based on The PSHE Association Programme of Study (the PSHE Association <https://www.pshe-association.org.uk/>), which covers Key Stages 1 and 2 and is based on three core themes. These themes link to our vision and within each theme there is broad overlap and flexibility:

Core theme 1. Health and Wellbeing

Core theme 2. Relationships

Core theme 3. Living in the Wider World

## **ORGANISATION**

'Changes and relationships' education is co-ordinated and monitored by the PSHE Lead: Amy Phillips, under the guidance of the Headteacher and Governors.

It will usually be taught by the Class teacher (see outside agencies), as they have the best relationship with their class and need to be able to identify if there are areas of concern or sensitivity.

It may be taught through:

- PSHE lessons
- planned aspects of science
- addressed occasionally in assembly time

Single sex groups will be used as and when deemed appropriate. The resources used will be made available for parents to view on request or during planned meetings. All members of staff are committed to delivering the changes and relationships education programme and they are entitled to be supported in this through suitable resources, training (e.g: staff meetings) and support from the Head and Lead teacher.

### Teaching and Outside Agencies

At Offwell Church of England Primary School, PSHE lessons will be taught by class teachers. Resources from outside agencies (such as the PSHE Association <https://www.pshe-association.org.uk/> ) will be used to support and assist the teachers in the development of the classroom based work. On rare occasions, outside agencies (e.g: School Nurse) may be involved in classroom based work as part of the developmental programme following discussions and negotiation. This will only be arranged when there is a clear enhancement that they can bring. In this instance the class teacher will be present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including checking that any visitor has been vetted via criminal record bureau checks.

### Answering difficult questions

Sometimes a child will ask an explicit or difficult question in the classroom, either intentionally, or through innocence. Teachers do not have to answer questions of this nature directly - they can be addressed individually later – but we should be aware that such questions may 'push our buttons' but may also betray an ignorance which we are duty bound to address. Any staff member who feels concerned by questions asked, or the terms used (e.g: if any possible safeguarding concerns) should discuss this with the Headteacher. Additional advice and information on inappropriate or concerning sexual behaviours can be gained from The Traffic Light Tool (available online: <https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>)

There are several approaches to consider when presented with a challenging question:

- accept all questions without judgement, to avoid causing shame, but you may choose to ignore questions where there is the probability of the deliberate use of terms likely to offend.
- Re-phrase any inaccurate terms the child has used in your answer, to correct any misconceptions without causing embarrassment.

- Use a Question Box, where children can write and post questions anonymously, which can be helpful when considering which questions to answer and how.
- Explain that you may delay your response to either see if there are any similar questions which can be addressed together, and/or allow you to gather further advice.

### Provision for pupils reaching puberty

On average, girls are reaching puberty earlier, with the average age being around 12, and starting to menstruate from the age of 8 is possible. If a girl starts her period before her peers she may feel isolated and confused, unless she knows what is happening, why and what to do about it. Therefore, lessons for children in Key Stage 2 deal with physical and emotional changes and associated issues.

Parents will also wish to talk to their child about the normal changes they should expect, what to do and who to tell, so that they are aware this is a normal part of growing up and can feel prepared. If a child starts her period at home, it will be helpful if parents inform their child's teacher, or a suitable member of staff, so that she has someone she can ask about sanitary protection, for example.

If a girl starts to menstruate in school, sanitary protection is available from the school office, the class-teacher, or teaching assistant. Disposal units are located in the cubicles of the main building toilets. Parents will, of course be informed in this case.

### ASSESSMENT AND RECORDING

Teachers assess the children's work in Changes and Relationships Education by: making informal judgements as they observe them during lessons, talking to children about their learning and by making assessments of their work, measured against the specific learning objectives set out in the National Curriculum. There are expectations of what the pupils will know, understand and be able to do at the end of each key stage.

### MONITORING AND REVIEW

A nominated governor liaises with the subject leader to monitor provision in this important subject. The PSHE leader (Amy Phillips) is responsible for ensuring the quality of teaching and learning, through sharing developments in pedagogy and curriculum, evaluating written work produced and conferencing pupils to assess their learning in the subject.

Reviewed by Amy Phillips October 2023