



SEX AND RELATIONSHIPS EDUCATION POLICY POLICY

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SEX AND RELATIONSHIPS EDUCATION POLICY

Policy statement

This policy document sets out the school's aims, principles and strategies for the teaching of Sex and Relationships Education (SRE).

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The SRE curriculum aims to do just this, promoting children's understanding of relationships, including sexual relationships and prepare them for the emotional and

physical changes that they will experience as they grow up. The effective teaching of SRE should help pupils to develop the personal skills needed if they are to establish and maintain relationships and make informed choices and decisions about their health and well-being. SRE is a graduated, age appropriate programme which teaches children about sex, sexuality, emotions and relationships. It is based around the 3 main elements of 'attitudes and values, personal and social skills and knowledge and understanding'.

The Science Curriculum states the sex education elements which schools must provide for all children. This covers the biological aspects of sex education (see **Curriculum content**, below).

SRE at Key stages 1 and 2 is part of the broader framework of PSHCE (Personal, Social and Health and Citizenship Education) for which there is a separate policy document. The role of PSHCE is *'to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens'*. (The National Curriculum Handbook).

The role of SRE in primary schools is to give children the knowledge and understanding they need as they go through puberty and grow into young adults. The 2002 'Sex Education Matters Forum' states that *'the Government has set a ten year strategy to drastically reduce the number of teenage pregnancies. A review of research into the effectiveness of SRE concluded that if it is provided early enough, it can contribute to a reduction in teenage pregnancies and improve young people's sexual health.'*

Paragraph 2 of the 'Sex and Relationship Education Guidance' July 2000 states: *'The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHCE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'* As a school, it is this that we aim to achieve through our SRE programme.

The SRE policy and scheme of work has been written with the support of the 'Jigsaw PSHE' scheme, guidance from the SRE Advisor for Devon and PSHE Association, as well as the school nurse.

Audience

This policy document, having been presented to and agreed by staff and Governing Body, will be distributed to all members of teaching staff and will be freely available to parents, carers and visitors to the school. Further copies will be available from the Head Teacher. Parents and carers will be given a copy of the SRE objectives for each year group at the beginning of the academic year so that they are aware what their child will be covering in school.

Aims of the Sex and Relationship Education scheme of work

Landkey Community Primary School believes that SRE in this school will be developmental and a foundation for further development in secondary school.

As a school, we aim to:

- ❖ Create an environment where children feel confident to talk about, listen to, think about and discuss issues of:
 - emotional and physical changes

- relationships with others, including sexual relationships
- feelings and emotions
- ❖ Provide children with knowledge, including providing knowledge of what will happen to their bodies before it happens
- ❖ Allow children to explore their own attitudes and values as well as other people's
- ❖ Ensure that children have strategies to protect themselves and know where to go for help and support
- ❖ Give children access to the learning they need to stay safe, healthy and understand their rights as individuals
- ❖ Prepare children for puberty

While SRE includes the teaching of puberty, sex and relationships, it does not promote sexual activity, or any particular sexual orientation.

Curriculum content

SRE is taught within the PSHE curriculum as well as in the statutory Science Curriculum for key stages 1 and 2.

The PSHE and SRE schemes of work have been written with guidance from the 'Jigsaw PSHE' scheme, which covers the themes of 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. The Academy has also added a theme of Financial Education. In the main, the teaching of SRE falls under the themes of 'Relationships' and 'Changing Me'.

In Key Stage 1 the Science Programmes of Study from the National Curriculum (2014) states that children should be taught to:

- notice that animals, including humans, have offspring which grow into adults

The non-statutory notes and guidance in the National Curriculum (2014) for KS1 state: *The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

In Key Stage 1 the Academy's SRE curriculum focuses on friendships, feelings, bullying, my family and my body. The teaching of SRE will develop confidence in talking, listening and thinking about feelings and relationships.

In Key Stage 2, the Science Programmes of Study from the National Curriculum (2014) states that children should be taught to:

- describe the changes as humans develop to old age.

The non-statutory notes and guidance in the National Curriculum (2014) for KS2 state: *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

In key stage 2, the SRE focus moves on to how our feelings and emotions change as we develop, relationships and understanding that there are many different types of relationships as we grow, how our body changes through puberty, hygiene, puberty, conception and how a baby is born. The role of SRE is to allow the children opportunities to discuss and question issues around sex and relationships in an open and honest environment. Children are also taught basic techniques for resisting pressures which they

may face from friends, peers and the community. Lessons will also to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including bullying because of race, religion, sexual orientation or gender identification), use of prejudice-based language and how to respond and ask for help.

As part of SRE in Key Stage 2, it is also important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. Our IT and Computing curriculum explores the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, and sharing images.

Curriculum Management

The teaching of SRE will take place through:

- ❖ Timetabled Science lessons.
- ❖ Timetabled PSHE lessons.
- ❖ Resources from the 'Jigsaw PSHE' Scheme of Work, including images and animations.
- ❖ Question and answer sessions with school staff as well as (where available) the school nurse, midwife and other outside agencies.
- ❖ Whole school assemblies.
 - Relationships and emotions – families, friendships, loyalty, sharing, living and working together.
 - Self esteem – valuing ourselves, valuing and respecting others, bullying, achievement assembly.

Classes will remain mixed for the teaching of SRE but may occasionally be split into single sex groups according to need, for example, when pupils learn about specific changes to boys and girls during puberty. We feel that this allows boys and girls to ask questions they may feel unable to ask in a mixed sex setting, but that this should not mean that pupils are not made aware of changes occurring to those of the opposite sex. We believe that girls should be prepared for menstruation before their periods start. We also understand that in today's society, some girls are developing and maturing at an earlier age. As a result of this, learning about puberty in girls begins in Year 4

A range of teaching strategies will be used to provide a breadth of effective learning opportunities. These include:

- ❖ Active learning – through enquiry and discussion exercises.
- ❖ Factual information – in the form of handouts for the children to keep for future reference.
- ❖ 'Draw and Write' activities - where the class teacher can see and act upon any misconceptions the children may have and can also redo the activity at the end of the sequence of work to assess the learning that has taken place.

Planning

The developmental stage and maturity of the children are reflected in the planning, drawing on the children's own experiences and existing knowledge. Early assessment of pupils gives unique starting points to cater for pupils' individual needs.

Medium term planning to show continuity and progression of skills, knowledge, attitudes and values at all ages is carried out by teachers using the Academy's document *Progression of Skills, Knowledge and Understanding in PSHE, including Financial Education*, which is based on the 'Jigsaw PSHE' Scheme of Work.

Weekly plans detail specific learning objectives for activities to be carried out and allow for teachers to record the outcomes for each session to inform future planning. Planning is monitored by the Senior Leadership Team.

Resources

An annual budget is given to spend on PSHE resources, including SRE, and these resources are centrally kept in the PSHE cupboard. The Academy's document *Progression of Skills, Knowledge and Understanding in PSHE, including Financial Education* and the 'Jigsaw PSHE' Scheme of Work are housed on the electronic drives within school. They are available for parents/carers to view if requested.

Parents of all pupils are given a document outlining the SRE objectives, before the content is addressed in class.

Equal opportunities including differentiation

As a school, we are committed towards equal opportunities in all aspects of school life. A range of strategies will be employed to ensure that what is being taught and how it is presented is accessible to the children's individual needs and abilities. Differentiation may be by task, resources, support or content.

Ethnic and cultural diversity

We acknowledge that different ethnic and cultural groups have different attitudes to SRE. The school will consult with parents / carers about children's individual needs, taking into account of their views and promoting respect for the views of different ethnic and cultural groups.

Home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. Members of staff consistently ensure that there is no stigmatisation of children based on their home circumstances.

Parents and carers will be given a copy of the SRE objectives for each year group before the content is addressed in class so that they are aware what their child will be covering in school. Parents have the right to withdraw their child from SRE lessons.

Sexuality

Our school's SRE programme does not promote any particular sexual orientation. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality and will sensitively explore all types of relationships, including same sex relationships. We shall actively tackle bullying, including bullying because of race, religion, sexual orientation or gender identification.

Children with special educational needs and learning difficulties

Sex and relationships education should help all pupils understand their physical and emotional development and enable them to make positive choices in their lives. Where we feel a child is not at a developmental stage to receive the SRE programme set for their age group, alternative provision will be made through discussion with Class Teacher, parents and senior staff.

Recording and Assessment

As a school, we think it is important not to assess children purely on the factual knowledge gained but also to consider whether they are able to make healthy, informed choices. With this in mind, assessment will be through:

- ❖ Children's self assessment.
- ❖ Teacher assessment - through observation, 'draw and write activities' or discussions. Teachers will also take into account key aspects such as bullying incidents, attendance and behaviour during lessons.

Children will record their learning in a variety of ways including discussion, illustrations, through role play and written work.

Parents are made to feel welcome to make an appointment with a class teacher after school if there is a concern or issue.

Ground rules

Ground rules will be established in every class to ensure that children feel they are in a safe and secure environment in which to discuss sensitive issues.

Answering difficult questions

Questions do not have to be answered directly and can be addressed later. The Academy believes that individual teachers must use their professional skill and discretion in these situations and seek further support if needed. As a school, we feel that the most powerful SRE is a collaboration between school and home and teachers will welcome discussions with parents and carers about any questions that pupils or parents/carers may have.

If a teacher feels a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis. If a teacher or member of staff is concerned that a pupil is at risk of sexual abuse, they will follow procedures set out in the school's child safeguarding policy.

Child Safeguarding

Children may occasionally make disclosures, either in class or to individual teacher. The school's Child Safeguarding policy provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children from outside agencies. An outside organisation is only used to enhance the SRE programme, not to replace teacher led activities. All visitors will be DBS checked and taken through the school's safeguarding procedures prior to contact with any children.

Right to withdraw

Parents / carers have a right to withdraw their child from SRE lessons which fall outside those aspects covered in the compulsory Science curriculum. Parents/carers should express their wish to withdraw their child from the school's SRE programme in writing to the Head Teacher as soon as possible. The possible impact that withdrawal from the

programme could have on the child and the possible negative experiences or feelings that the child might encounter will be discussed between school and parent / carer.

Sanitary disposal

Sanitary disposal units are located in the ladies' toilet cubicles, as well as the relevant girls' toilets.

On residential trips, the teacher in charge should ensure they carry sanitary protection for girls and there is always a supply of sanitary protection in Year 5 and 6.