



Sex and Relationships Education Policy

Sourced from PPAT
Aligned to HEPS
Approved by Local Governor Board

Reviewed March 2022
Next review due March 2023

Sex and Relationships Education Policy

Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education (PSHE) and Science in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfEE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*' as well as '*Relationships Education, Relationships and Sex Education (SRE) and Health Education (England) regulations 2019*' under sections 34 and 35 of the children and social work act 2017.

The policy has been drafted by a working party of the School Governors following consultations in school, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group.

It has been updated to take into account the new statutory requirement for schools to include relationships education as a larger part of its overall relationships and sex education delivery (2019). A copy is held in the School Office and it can be made available on request.

Rationale

As a school we believe that effective Relationships and Sex Education (SRE) is essential if our pupils, as they grow, are to make responsible and well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have such a policy in place.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social Health Education and Science programme and supplemented by other subjects of our taught curriculum.

Definition of Sex and Relationship Educaion

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and Objectives

The school aims to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their

sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme.

Attitudes and values:

- learning to care about other people and being sensitive towards their needs and views
- learning the importance of values, and individual conscience and moral considerations
- accepting the differences between people and learning not to exploit them
- learning the value of family life, and the importance of stable, loving and caring relationships for the nurture of children
- learning the importance and responsibilities of the family unit for all its members
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships
- learning to take responsibility for one's actions in all situations
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

personal and social skills:

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

knowledge and understanding:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy.

We believe that high quality SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within the context of our school ethos through a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness of one's own identity
- Having a positive attitude towards the value of stable relationships

- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Our Aims and values as a school are central to the principles of this policy:

Curriculum: To enable every child to achieve the highest standard of work and learning of which they are capable, which will help them to have a good start in life, so that they are able to achieve social and economic well being.

Health and well being: To help our children enjoy good health and a healthy lifestyle and to ensure they know how to stay safe.

Ethos: To promote qualities of tolerance, respect and awareness in a community where everyone feels appreciated, protected and safe, and is able to develop and flourish as an individual.

Environment

To create a stimulating environment in and around the school, which will help develop lively and enquiring minds, positive and responsible attitudes.

Working With Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents and carers are invited to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher.

Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are not part of the statutory National Curriculum Science programme but may not withdraw their children from relationships education. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science and PSHE. Occasionally, issues about SRE may arise spontaneously in other lessons, where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Our experience tells us that the best way to teach SRE is with girls and boys together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED.

Where visitors are invited to deliver aspects of the SRE programme, the schools follow the guidance published by the SomeSREt Healthy Schools Team. Visitors will be used to support not supplant, the role of the Teacher and they will always be accompanied in the lesson by a Teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHE lessons
- Core and foundation subjects
- Circle time
- Literacy/numeracy lessons
- Project/theme lessons

The SRE programme will be delivered by:

- Teachers and HLTAs
- Other specified visitors or agencies

A range of teaching approaches will be used, eg small group work for discussion, etc.

The overview and co-ordination of the taught SRE curriculum including monitoring arrangements is the responsibility of the PSHE and Science Subject Leaders. Continuous professional development and training is provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

Monitoring and Evaluation

The SRE policy is monitored and evaluated through an annual review process involving Teachers, Subject Leaders, the Senior Leadership Team, and the Governing Body.

The delivery of SRE will be also monitored and evaluated through lesson observation, questionnaires and work sampling.

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias and will avoid gender, race, disability or sexual orientation stereotyping unless this is a point of learning. The programme will be sensitive to the needs of all pupils in the school.

The Sexual Offences Act 2003

The Sexual Offences Act 2003 became law in May 2004. The Act outlines the law with regard to non-consensual offences including, rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent.

Specific detail is given regarding child sexual offences (under the age of 16) and rape and other offences against children under 13.

It is clear that those who act with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their emotional well being, will not be guilty of arranging or facilitating a child sex offence. This applies not just to health professionals but to anyone acting in the best interests of the young person, such as Teachers, youth workers, Connexions Personal Assistants, social care professionals and parents. Young people under 16, including under 13s, can continue to seek contraceptive and sexual health advice or treatment in confidence.

The Act also outlines the law relating to the abuse of children by those in a position of trust. It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment. The offence covers all children under 18, however it is principally designed to protect young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of Teachers will not influence their teaching of SRE.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes, Eg:

- No single person, teacher or pupil, will have to answer a personal question
- No single person will be forced to take part in a discussion
- The only language used will be easily understood and acceptable to everyone in the class
- only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the Teacher will attend to it later, on an individual basis, and a decision will be taken whether or not to inform the child's parents/carers
- if a child makes a disclosure that causes the Teacher concern, then the teacher must follow established school safeguarding procedures.

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At this school, we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

Menstruation

Girls are spoken with at the beginning of Year 3 in school to inform them of where they can find sanitary products, how these should be disposed and who they can ask for help in school.

The SRE programme builds on this with information about the process of menstruation discussed with both boys and girls.

Contraception

Pupils will be given basic, appropriate information about condoms, the contraceptive pill and other contraceptive methods as part of the taught programme on reproduction.

Confidentiality

We are absolutely clear about the boundaries of our legal and professional roles and responsibilities around confidentiality. A clear and explicit understanding ensures good practice throughout the school, which both pupils and parents should understand. Teachers cannot offer or guarantee absolute confidentiality where safeguarding matters are concerned. However, It is only in the most exceptional circumstances that we will be in the position of having to handle information without parental knowledge.

Position held:

Date:

Appendix 1

Learning outcomes

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

By the end of Key Stage 1, pupils will be able to:
recognise and compare the main external parts of the bodies of humans*
recognise similarities and differences between themselves and others and treat others with sensitivity
identify and share their feelings with others
recognise safe and unsafe situations
identify and be able to talk with someone they trust
be aware that their feelings and actions have an impact on others
make a friend, talk with them and share feelings
Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

By the end of Key Stage 1, pupils will know and understand:
that animals, including humans, grow and reproduce*
That humans and animals can produce offspring and these grow into adults*
the basic rules for keeping themselves safe and healthy
about safe places to play and safe people to be with
the needs of babies and young people
ways in which they are like and different from others
that they have some control over their actions and bodies
The names of the main external parts of the body including agreed names for sexual parts
why families are special for caring and sharing.

By the end of Key Stage 1, pupils will have considered:
why families are special
the similarities and differences between people
how their feelings and actions have an impact on other people.

By the end of Key Stage 2, pupils will be able to:

express opinions, for example, about relationships and bullying
listen to, and support others
respect other people's viewpoints and beliefs
recognise their changing emotions with friends and family and be able to express their feelings positively
identify adults they can trust and who they can ask for help
be self-confident in a wide range of new situations, such as seeking new friends
form opinions that they can articulate to a variety of audiences
recognise their own worth and identify positive things about themselves
balance the stresses of life in order to promote both their own mental health and well-being and that of others
see things from other people's viewpoints, for example their parents and their carers
discuss moral questions
listen to, support their friends and manage friendship problems
recognise and challenge stereotypes, for example in relation to gender
recognise the pressure of unwanted physical contact, and know ways of resisting them

By the end of Key Stage 2, pupils will know and understand:

that the life processes common to humans and other animals include growth and reproduction
about the main stages of the human life cycle*
that safe routines can stop the spread of viruses including HIV
about the physical changes that take place at puberty, why they happen and how to manage them
the many relationships in which they are all involved
where individual families and groups can find help
how the media impact on forming attitudes
about keeping themselves safe when involved with risky activities
that their actions have consequences and be able to anticipate the results of them
about different forms of bullying people and the feelings of both bullies and victims
why being different can provoke bullying and know why this is unacceptable
about, and accept, a wide range of different family arrangements, for example
second marriages, fostering, extended families and three or more generations living together

By the end of Key Stage 2, pupils will have considered:

the diversity of lifestyles
others' points of view, including their parents' or carers'
why being different can provoke bullying and why this is unacceptable
when it is appropriate to take a risk and when to say no and seek help
the diversity of values and customs in the school and in the community
the need for trust and love in established relationships.

By the end of their primary education we ensure that our pupils also know and understand the Relationships topics covered within the following five key areas which are delivered in an age appropriate context taking into account the developmental stage of the pupils being taught:

Families and people who care for the pupil

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (Eg family, school and/or other sources)

The following contacts are available for further information and to advise on the content of this document and on Relationships and Sex Education in general:

Advisor for Relationship & Sex Education
SomeSREt LEA.
Telephone 01458 860482

Fiona Moir
SomeSREt Healthy Schools Co-ordinator
SomeSREt LEA
fxmoir@someSREt.gov.co.uk
Telephone 01823 357253

Sex Education Forum
National Children's Bureau,
8 Wakley Street, London EC1V 7QE
www.ncb.org.uk
Telephone 0207 843 6000

Brook Advisory Service
www.brook.org.uk
admin@brook.org.uk

Wired For Health
www.wiredforhealth.gov.uk