Sex and Relationship Education policy

Thursfield Primary school

Approved by:	Chair of Governors	Date: April 2018
Last reviewed on:	March 2018	
Next review due by:	April 2019	

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1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Thursfield Primary we teach SRE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

6.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by Headteacher through:

- Learning walks
- Professional discussion with staff
- Planning scrutiny

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

10. SRE Curriculum

Staff at Thursfield Primary School will be using resources from the FPA, this resource is called 'Yasmine and Tom.'

'Growing up with Yasmine and Tom is an online resource to help you easily deliver high-quality sex and relationships education (SRE) as part of a PSHE programme.

The Department for Education recognises the need for SRE at all key stages and encourages schools to develop their own lesson content with support from expert sources. Growing Up with Yasmine and Tom was developed with this in mind.

It includes **50 flexible, age-appropriate lesson plans** and fun, interactive whiteboard activities designed to meet curriculum requirements for children aged 5–11.

Animation, sound and touch-screen activities bring the characters Yasmine and Tom to life, as they cover topics including **the body, feelings, relationships, family life and online safety**.'

11. SRE Curriculum Map

<u>Growing Up With Yasmin and Tom</u>

Topics covered by Growing Up with Yasmin and Tom are:

<u>Module One- age 5 to 7.</u>

Reception	Keeping safe: In the house Keeping safe: Out and about Keeping Safe: People who can help me Feelings: Different emotions Feelings: What to do if we feel sad Relationships: Different families Relationships: Friends
Year 1	My Body: External body parts My Body: Internal body parts My Body: Keeping Clean
Year 2	Life cycles: Different ages Life Cycles: Looking after babies Online technology safety: Taking care online: personal details Online technology safety: Taking care online: Who can help us? Gender Stereotypes/ Celebrating difference: Similar and different Gender Stereotypes/ celebrating differences: Toys

<u>Module Two- ages 7 to 9</u>

Year 3	Life Cycles: Growing up and getting older Life Cycles: Me, myself and I Feelings: Expressing our feelings Feelings: Managing our feelings Relationships: What makes a good friend? Relationships: Getting on with your family
Year 4	My body: Sexual body parts- Male My body: Sexual body parts – female My body: Keeping clean Keeping Safe: Person space Keeping Safe: Identifying risk Keeping safe: People who can help me Online technology safety: Photos of myself online Online technology safety: Taking care online: Who can help us? Gender stereotyping / celebrating difference: Jobs we do Gender stereotyping / celebrating difference: Mothers and fathers

Module Three – ages 9 to 11

Year 5	Life Cycle: Multiple births Life cycles: How babies are born Feelings: How easy is it talk about . . . Feelings: Talking to people about how we feel Online technology safety: social networking and sending pictures Online technology safety: Cyberbullying Gender stereotyping: Discrimination and equal opportunities
Year 6	My Body: Puberty My Body: Periods My Body: Wet dreams Life Cycles: How babies are made- sexual intercourse Life Cycles: How babies are made- assisted fertility Keeping safe: Assertiveness, saying no. Keeping safe: good and bad touch Keeping safe: People who can help me Relationships: Trust Relationships: Peer pressure Online technology safety: social networking and sending pictures Online technology safety: Cyberbullying Gender stereotyping: Sexual orientation