



## Relationship and Sex Education Policy

Version Date:	November 2018
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Adopted by Governors	November 2018
Review Date:	November 2019

### School Aims, Vision and Implementation

Moorside Community Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable all children equally to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.



## **A definition of SRE**

### **Written in relation to Sex and Relationships Education Guidance DfEE 0116/2000**

Relationship and Sex Education is not just learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes supporting our school's vision PROUD.

**1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

**2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.

**3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

### **Purpose of the SRE Policy**

Producing an up to date SRE policy is the statutory responsibility of the governing body. The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
  - Enable parents and carers to support their children in learning about SRE
  - Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils
  - Set out how the school meets legal requirements in respect of SRE
- (i) Duty to promote well-being (Children Act 2004)
  - (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
  - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
  - (v) Teach statutory SRE elements in the Science National Curriculum
  - (vi) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
  - (vii) Meet the school's safeguarding obligations

- (viii) Make the policy available to pupils and parents (Education Act 1996)
- (ix) Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
- (x) Taken account of the DfEE guidance on SRE (2000)
- (xi) DfE expects that all state schools “should make provision for personal, social, health and economic education (PHSE) and that “SRE is an important part of PHSE” (DfE guidance on PHSE 2013)
- (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

### **Links to other policies**

This policy links to the PHSE policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Science Policy and E-Safety Policy.

### **Why teach SRE at primary school?**

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of SRE

### **Values promoted through SRE**

Our SRE programme promotes the aims and values of our school which include

- The sanctity of marriage; valuing family life and stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children
- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships

**Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.**

### **Aims for SRE**

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships

- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

### **Delivery of SRE**

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

It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. *body changes in relation to puberty in Year 5 (Girls will be prepared for menstruation before their periods start. Both boys and girls will be prepared for puberty) and reproduction in Year 6.* We ensure that the same messages about being safe on line are taught through SRE as in ICT.

Pupils also receive stand-alone sex education sessions were possible these are delivered by a trained health professional.

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

Appendix 1 outlines the topics covered in each Key Stage.

### **Roles & responsibilities**

## **The governing body**

The governing body will approve the SRE policy, and hold the head teacher to account for its implementation.

## **The head teacher**

The head teacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE.

## **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/non-science 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.

## **Pupils**

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

## **Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory/non-science 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

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home.

Even when a child has been withdrawn from SRE lessons, if the child should ask

questions at other times, these questions would be answered honestly by staff.

SRE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver SRE, such as the school nurse or a visit from a pregnant mum or a mum with their baby.

If visitors are involved in SRE we will

- plan and evaluate their contribution as part of the school's SRE teaching programme.
- provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

### **Involvement of parents, pupils and staff**

It is important that SRE is taught by teachers that are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach SRE and provide a range of training opportunities including school based training and external training which will include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the SRE curriculum and will try to balance parental views with our commitment to comprehensive SRE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of SRE in the school newsletter
- Giving parents the content of the SRE teaching programme via the curriculum page
- on the website as an appendix to this policy
- Inviting parents and carers to a general meeting or workshop to discuss SRE in the school and help them talk to their children about growing up
- Providing materials for parents to use when talking about SRE with their children
- Consulting parents on the SRE policy when it is reviewed
- Discussing individual concerns and helping parents and carers support the needs of their children

To ensure the SRE programme meets the needs of pupils, the PHSE Coordinator will involve the school council in reviewing and evaluating the programme annually.

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If staff are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will report their concerns to a Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **Monitoring and Evaluating**

Pupils' progress in learning in SRE is assessed as part of the assessment of science and PHSE and citizenship.

The delivery of SRE is monitored by the Science coordinator and the Pastoral Manager through: Planning scrutinies, learning walks, lesson observations, pupil voice and termly assessments.

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

This policy will be reviewed by the Pastoral Manager annually. At every review, the policy will be approved by the governing body.

**Appendix 1 – SRE in the Science and PHSE curriculum**

Jigsaw	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Science
<b>Year 1</b>	I can tell you some ways I am different from my friends  I understand	I can tell you how I felt when I succeeded in a new challenge and how I	I can tell you why I think my body is amazing and can identify some ways to keep it safe and	I can tell you why I appreciate some who is special to me  I can express	I can identify the parts of the body that make both boys different to girls and can use the correct	
	these differences make us all special and unique	celebrated it  I know how to store the feelings in my internal treasure chest	healthy  I can recognise how being healthy helps me to feel happy	how I feel about them	names for these: penis, vagina, testicles  I respect my body and understand which parts are private	
<b>Year 2</b>	I can identify some ways in which my friend is different from me  I can tell you why I value this difference about them	I can explain some of the ways I worked cooperatively in my group to create the end product  I can express how it felt to be working as part of this group	I can make some healthy snacks and explain why they are good for my body  I can express how it feels to share healthy food with my friends	I can identify some of the things that cause conflict between me and my friends  I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can recognise the physical differences between boys and girls, use the correct names and appreciate that some parts of my body are private  I can tell you what I like/don't like about being a boy/girl	I understand that animals including humans have offspring which grow into adults.  I understand the processes of reproduction and growth in animals (baby, toddler, child, teenager, adult)

<p><b>Year 3</b></p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	
<p><b>Year 4</b></p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>I can express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	
<p><b>Year 5</b></p>	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>I can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in the people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>I can describe the life process of reproduction in some plants and animals.</p> <p>I can draw a timeline to indicate stages of growth and development of humans.</p> <p>I understand the changes experienced during puberty</p>

<p><b>Year 6</b></p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>I can show empathy with people in their situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions</p> <p>I know how to keep their bodies healthy and how their bodies might be damaged, including how some drugs and other substances can be harmful to the human body</p> <p>I understand changes in the body related to puberty, such as periods and voice breaking, when these changes are likely to happen and what issues this may cause young people</p> <p>I understand how a human baby is conceived and born</p>
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