

Highfields Primary School

Policy on Sex and Relationship Education



Introduction

Definition of SRE

Sex and Relationship Education (SRE) has been renamed as SRE: Relationship and Sex Education (SRE) to emphasise the relationships aspect of SRE. This was one of the recommendations from the Commons Education Committee Feb 2015

Sex and Relationship 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.

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.

1. Purpose of the Relationship and Sex Education 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
- Be clear about how we address SRE in our context
- 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 (PSHEE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
- (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

1. Links to other policies

This policy links to the PSHE and Citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Single Equality Plan, Science Policy and E-Safety Policy.

Our provision of SRE is part of our approach to support the health and wellbeing of children and our commitment to being recognised as a healthy school.

2. 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 promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- 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

3. 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.

4. 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

5. Content and Organisation of the Programme

What language will be used when talking to children about SRE?

Often children are given 'pet' names or 'baby' names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them.

At Highfields, we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language to them e.g. Reception child: 'That lady has boobies.' Teacher: 'Yes, she does. She has breasts.' Reception child: 'The ball hit me in my winky' Teacher: 'And does your penis hurt now?'

In Year 1 Science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching, they will be taught that most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina.

From then on teachers will ask children to use the correct names if they are talking about those body parts in a science lesson. We aim that by the time they need to talk about puberty, these words won't feel uncomfortable for them.

Where is SRE taught?

The relationship aspect of SRE is significantly developed through children's Religious Education Curriculum where the theme of family is explored deeply.

In its wider sense, SRE will be taught through PSHE, Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. 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 and reproduction in Year 6.*

We ensure that the same messages about being safe on line are taught through SRE as in Computing.

What is taught in each year group?

We have a statutory duty to teach the SRE elements of the science national curriculum, See Appendix 1 for the SRE aspects of statutory science

The content is based on the SRE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum.

The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Who teaches SRE?

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
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The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

How is SRE taught?

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

This is mostly applicable when they learn about body changes through puberty and about reproduction.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Resources, such as *aspects of* the Channel 4 DVD 'Living and Growing' and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils.

They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism. A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers.

The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA.

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school and reflect our equality policy.

When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

6. Confidentiality, Safeguarding and Child Protection

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 teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer 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.

8. Assessing SRE

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

9. Monitoring and evaluating SRE

The Headteacher monitors teachers' planning to ensure SRE is being taught. The content is reviewed by the governing body.

11. Working with Parents/Carers and Child Withdrawal Procedures

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
- Giving parents the content of the teaching programme via the school's website
- Providing materials for parents to use when talking about SRE with their children where appropriate
- Discussing individual concerns and helping parents and carers support the needs of their children

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.

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.

12. Disseminating the policy

A copy of this policy is on the school website. It is included in the Staff Handbook. Copies are supplied to visitors who are involved in providing SRE in school.

Appendix 1 SRE and Science in the National Curriculum

Key Stage 1

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for

- survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. 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.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3 and 4

No content linked to SRE

Year 5 and 6

Living things and their habitats

Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Body Changes at Puberty

Non-statutory guidance

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.

Appendix 2 SRE and the Non-Statutory Guidance on PSHE and Citizenship

Key Stage 1

Developing confidence and responsibility and making the most of their abilities

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

Preparing to play an active role as citizens

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

Developing a healthy, safer lifestyle

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

Developing good relationships and respecting the differences between people

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

End of key Stage Statements for PSHE and Citizenship

Children can recognise and name feelings and express positive qualities about themselves. They are developing confidence in sharing their views and opinions. They can name the parts of the body. They can recognise how their behaviour affects other people and cooperate with others. They can identify and respect differences and similarities between people and understand way that family and friends should care for one another

Key Stage 2

Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread

3c about how the body changes as they approach puberty

Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support

End of Key Stage Statements for PSHE and Citizenship

Children can demonstrate that they recognise their own worth and that of others
They can express their views confidently and listen to and show respect for the views of others
They can identify positive ways to face new challenges
They can discuss some of the bodily and emotional changes at puberty
They can identify some factors that affect emotional health and well-being
They can identify different types of relationship, and can show ways to maintain good relationships).
They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.
They can debate, explain their views and listen to others and consider different alternatives