

Sex and Relationship Education (SRE) Policy



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Modification history			
Version	Date	Description	Revision author

1.0	December 2018	Joining of the two previous sex education policies from the Infant and Junior Schools	A. Jocelyn, Deputy Head Teacher
2.0	May 2020	Implementing new SRE guidelines and new PSHE objectives	A. Jocelyn, Deputy Head Teacher
2.1	May 2022	Review	L Riley, Assistant Head of Junior School N Shaw, Assistant Head of Infant School
2.2	May 2023	Review	L Riley, Assistant Head of Junior School N Shaw, Assistant Head of Infant School

1. Introduction

We have based our school's Sex and Relationship Education (SRE) policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development'.

1.1. We recognise that our pupils will become sexually mature adults and therefore aim to lay solid educational foundations about sex and relationship education that the children's junior and secondary schools can build upon. We value the fact that our children come from different types of families and we ensure that all parents and carers, regardless of their sexuality and backgrounds are welcomed into our inclusive school community.

1.2. As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

- 1.3. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- 1.4. In teaching SRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. What is Sex and Relationships Education?

Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. 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.

3. Why is SRE in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.
- SRE plays a vital part in meeting schools' safeguarding requirements. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

4. Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

We teach SRE in the context of our aims and values which is part of our wider social, personal, spiritual and moral education.

5. Objectives of SRE at St. Andrew's Infant and Junior Schools:

- a partnership between home and school;
- has enough time to cover a wide range of topics;
- starts early and is relevant to pupils at each stage in their development and maturity;
- is inclusive of difference and challenges stereotypes and prejudice;
- respects the views of other people;
- develops an awareness of personal safety including what they should do if they are worried about any sexual matters;
- ensures that all children are assertive and have the confidence to say and do what is right;
- understands the dangers associated with online technologies and develop strategies to keep safe;
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships;
- promotes positive relationships with others, involving trust and respect;
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life;
- learn the importance of self-control and cope with the influences of their peers and the media;
- challenges body image and stereotypes, particularly in the media;
- respect and care for their bodies;
- includes the acquisition of medically and factually correct knowledge;
- prepares them for puberty and adulthood;
- help pupils gain access to information and support;
- reducing early sexual activity, teenage conceptions, sexual exploitation and abuse, domestic violence and bullying;
- uses active learning methods, and is rigorously planned, assessed and evaluated;
- ensures children's views are actively sought to influence lesson planning and teaching.

6. Curriculum

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some SRE through other subject areas (for example Science and PE) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing. All schools must teach the following as part of the National Curriculum for Science. [Non-statutory guidance shown in brackets.]

Key Stage1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process 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.]

Key Stage 2 National Curriculum Science:

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [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 should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [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.]

Primary sex education (in key stage two) will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Our SRE curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. This content has been agreed in consultation with governors, parents, children and staff. The table below outlines the topics taught by the end of each phase.

EYFS and Key Stage 1	Lower key stage 2	Upper key stage 2
<ul style="list-style-type: none"> • Living and non-living • Males and females • Keeping bodies safe • Correct terminology • Families and relationships (including same sex) • Growing from young to old • New babies • Hygiene 	<ul style="list-style-type: none"> • Keeping our bodies safe • Families and relationships (including same-sex) • Respect for others and challenging stereotypes • Body hygiene • Some changes that happen at puberty including menstruation (Y4) 	<ul style="list-style-type: none"> • Puberty (The changes that happen at puberty including menstruation and ejaculation) (Y5) • Birth of a baby (Y5) • Changing emotions during puberty (Y5 & 6) • Relationships (including same-sex) (Y5 & 6) • How a baby is made and how it grows (Y5) • What pregnancy means (Y5)
	<ul style="list-style-type: none"> • Differences and similarities between people • Understanding bullying • Stereotypes • Rights and responsibilities 	<ul style="list-style-type: none"> • What FGM is (Female Genital Mutilation) and that it is illegal (Y5) • confidentiality • Respect for others and challenging stereotypes • Assertive confidence • Body image • Online dangers (sexting, pornography) • Bereavement and grieving • Managing risks • Habits (including drug, alcohol and tobacco education), legal and illegal substances

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject there may be times when children ask questions out of the context of a planned session. If children do ask about issues linked to SRE, they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own later or refers them to speak to their parent or carer.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of SRE.

<https://www.pshe-association.org.uk/system/files/Joint%20statement%20KS2%20Puberty%20ASE%20PSHE%20Association.pdf>

Pupils at KS2 also receive stand-alone sex education sessions delivered by a trained health professional.

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

7. Roles and responsibilities

The school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the SRE policy and practice;
- answer any questions that parents may have about SRE;
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- seek the views of parents and encourage them to be involved in reviewing the SRE policy;
- inform parents about the best practice known about SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relation education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons.

The governing board

The governing board will approve the SRE policy, and hold the executive headteacher to account for its implementation.

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The executive headteacher

The executive headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non science components of SRE (see section 5.5).

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-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 executive headteacher/ head of school.

Pupils

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

8. Parents' right to withdraw

Parents' do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the executive headteacher.

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

9. Preventative curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs, and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

At St. Andrew's CE Infant and Junior Schools, we provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable;

- Responding to disclosures and child protection concerns quickly and efficiently;
- Promoting a listening school ethos;
- Offering appropriate support for children and staff dealing with abuse;
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships;
- Working with outside providers to develop a broad range of curriculum enhancement activities;
- Covering how children can keep safe within the PSHE curriculum; • Participating in high quality child protection training for all staff; • Highlighting children’s rights.

10. Resources

Teachers plan lessons using the [PSHE Association scheme of work](#). The Locala nursing team also use resources to support the teaching of sex education and these include:

- Texts- Living and Growing; 4 Learning; Units 1-3 (John Bennett, Karen Felon, John Lloyd and Clare Rowland, 1998) Sex education for 5-11 year olds
- DVD- 4 Learning, All About Us: Living and Growing 5-11 Year Olds • DVD- Some of your bits aint nice

11. 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

12. Training

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

The executive headteacher/ head of school 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.

13. Monitoring arrangements

The delivery of SRE is monitored by the PSHE lead through:

- Lesson observations
- Work scrutinies
- Learning walks
- Pupil interviews
- Staff interviews

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

This policy will be reviewed by the PSHE lead every two years. At every review, the policy will be approved by the governing body and the executive headteacher.

14. Responding to disclosures

As a result of the issues raised, a child might disclose that they're suffering from abuse, or are aware of it happening to others. Any disclosure of abuse should be treated as a potential child protection concern, and reported to the designated child protection lead in line with the school's procedures.

When listening to and dealing with disclosures, staff will:

- Actively listen and do not look shocked or disbelieving;
- Stay calm;
- Take what the child is saying seriously;
- Not ask for detail;
- Reassure the child that they are doing the right thing;
- Not promise to keep secrets;
- Tell the child that they will have to share this information;
- Explain what will happen next;
- Record the information as quickly as possible – facts not opinion;
- Sign and date everything they record using CPOMS

15. Monitoring and review

Monitoring is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for SRE. The governing body monitors our SRE policy and reports if the policy needs modification. The governors give serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

The following sources have been used in developing our curriculum and policy:

- Department for Education and Employment (2000) Sex and Relationship Education Guidance
- Brook, PSHE Association and Sex Education Forum (2014) Sex and Relationship Education for the 21st Century
- The Association for Science Education and PSHE Association (2016) Human development and reproduction in the Primary Curriculum
- Lancashire Learning Excellence (2014) Live Well Learn Well - Guidance for schools for planning their PSHE curriculum in school
- Sex Education Forum:
<http://www.sexeducationforum.org.uk/resources/curriculumdesign.aspx>
- Healthy School London SRE sample:
http://www.healthyschoolslondon.org.uk/sites/default/files/pri_SRE%20pack_sample.pdf