

Sex & Relationship Education Policy



Head Teacher – Scott Howes.....

Chair of Governors – Steve Wells.....

Chair of Staffing & Curriculum Com – Idara Udoh.....

Date agreed – Feb 2018

Review – Feb 2020

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

Our approach to SRE links directly to the Vision we set for each child linking Hearts, Minds to Inspire and Achieve Together. In order to realise this vision pupils need strong, well founded relationships with parents, school staff and their peers. They need to be well prepared for the challenges that naturally come through developing healthy relationships and an awareness of what healthy interactions are like, both physically and emotionally. Pupils need to be able to communicate well about their relationships, use the correct language to discuss this and have the confidence to be able to find help when they need it. As pupils get older our SRE policy will prepare them for adolescence and the changes that come physically and emotionally through puberty. Staff at Little Stoke Primary School work to establish an ethos that enables sharing, discussion and inclusion so that children can access guidance as the need arises and they do not feel excluded, victimized or ashamed of the physical and emotional challenges they may face.

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 Little Stoke Primary School 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 (May/June 2017)
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (July 2017/Feb 2018)
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy (Oct 2017)
4. Pupil consultation – we investigated what exactly pupils want from their SRE (Jan 2018)
5. Ratification – once amendments were made, the policy was shared with governors and ratified (Feb 2018)

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 PSHCE sessions. The materials used for SRE at LSPS can be found in the document Teaching SRE with Confidence –CWP Resources. Please see the appendix for an overview of these resources.

The SRE teaching sessions broadly have the following **aims**.

- To encourage students to adopt healthy lifestyles in order to be physically, mentally and emotionally healthy.
- To provide a safe environment for pupils and to support them to stay safe both inside and outside of school: safe from bullying and discrimination, and safe from crime and anti-social behaviour. The school will work with other agencies to ensure that children are well cared for.
- To encourage personal responsibility in all forms of behaviour.
- To develop self-esteem.
- To emphasise respect and consideration for others opinions and feelings.
- To provide support and information for young people and their parents/carers.
- To provide a basic knowledge about reproduction and growth in animals including humans.
- To provide basic knowledge of how a baby is born.
- To enable pupils to learn the significance of marriage and/or a stable relationships as key building blocks of community and society and that there are strong mutually supportive relationships outside of marriage.
- To provide information about puberty and menstruation in a safe environment.
- To ensure the PSHE curriculum puts emphasis on the importance of relationships in children's lives and decision making.
- To ensure opportunities are available for young people to develop the skills to enable them to make informed choices.
- To acknowledge the role that the parent/guardian may play in SRE education and to work in partnership with them.
- To encourage pupils to seek advice and guidance from adults around them.
- To be sensitive to a variety of cultural needs and expectations regarding SRE.
- To differentiate the teaching of SRE to meet the needs of all learners including those with SEND.

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 and are delivered in different ways. Some are through direct teaching and some are developed through being part of the school ethos and approach as well as discussion and moving on from making mistakes.

In each year group, PSHE is delivered by the class teacher.

The Head Teacher and Deputy Head Teacher (or Senior Teachers as agreed by the Head Teacher) will deliver the learning sessions to separate groups of girls and boys when discussing conception and birth in humans as well as puberty and any issues or anxieties relating to puberty.

Any teacher delivering any aspects of SRE in school must have read SRE for the 21st Century: this guidance document supplements the existing statutory Department for Education guidance for schools (2000) with information that better recognises the needs of practitioners when addressing 21st century challenges such as online pornography and staying safe online. https://www.pshe-association.org.uk/news_detail.aspx?ID=1383

Confidentiality

The school's work in Sex and Relationship Education will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:

- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and provide support in this if necessary;
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
- pursue the Child Protection guidelines and procedures if there is any possibility of abuse;
- ensure that pupils are informed of sources of confidential help.
- Inform parents when our SRE sessions are delivered in order that they are prepared for discussion with their children.

The use of outside visiting speakers and health professionals

All visitors are subject to the school's safeguarding policy and procedures.

The school will invite a range of relevant speakers in to school to support pupils of all ages. These may include;

Survive – Healthy relationship Assemblies, Y5 and/or Y6 workshops and guidance

NSPCC – Speak Out/Stay safe Programme

Health Visitor

Further resources from the NSPCC that we will use to support the SRE aims will include;

PANTS for KS1: Underwear Rule Resources

We have the PANTS campaign for KS1 and lower KS2 which helps children identify their body parts and learn how to stay safe. This is aimed at keeping children safe from sexual abuse without mentioning the word 'sex'. Each line of PANTS covers a different part of the underwear rule and provides simple but valuable lessons that can keep a child safe. We have Teaching resources; lesson plans and PowerPoints, resources for children with learning disabilities needs or autism and support for parents and foster parents. There is even the fantastic and engaging Pantosaurus video for children to watch, all at:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

By using our resource schools and parents are able to:

- support children to seek help and safety
- challenge myths surrounding sexual abuse

Learning objectives:

- Understand the Underwear Rule and Talk PANTS
- Name body parts and know which parts should be private

- Know the difference between appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch – even to a family member or someone they know or love
- Start thinking about who they trust and who they can ask for help

For specific resources:

- Lesson Plans and resources: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>
- Support for children with learning disabilities or autism: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- Guide for Parents: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-guide-for-parents.pdf>
- Guide for Foster carers: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-guidance-foster-carers.pdf>
- Guide for children: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf>

Share Aware for KS2:

We also have our ‘Share Aware’ campaign originally for parents and can be used by schools, aimed at KS2. The Share Aware campaign aims to help parents and teachers keep children safe online. This campaign includes two animations with a serious message deriving from the stories of two children who share too much about themselves on-line. For more information and to view the resources, visit www.nspcc.org.uk/shareaware

Teaching Resources Learning outcomes:

- Alex: Pupils will leave this lesson understanding the dangers of taking personal photographs and sharing them online
- Lucy: Pupils will leave this lesson understanding the dangers of chatting to strangers online

Teaching resources:

- Teaching Guidance for using the lessons: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/teaching-guidance.pdf>
- Alex Lesson Plan (upper KS2) https://www.nspcc.org.uk/globalassets/documents/advice-and-info/lesson_plan_alex.pdf
- Lucy Lesson Plan (Lower and upper KS2): https://www.nspcc.org.uk/globalassets/documents/advice-and-info/lesson_plan_lucy.pdf
- PowerPoints: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/> and click on Download presentations

Animations:

- Lucy and the Boy: <https://www.youtube.com/watch?v=kwcL-VP3FYc>
- I Saw Your Willy: https://www.youtube.com/watch?v=sch_WMjd6go

Parent’s Guide: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/share-aware.pdf>

PSHCE Overview

The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty and the next stage in their development.

6. Roles and responsibilities

6.1 The governing body

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

The governing board has delegated the approval of this policy to the Staffing & Curriculum Committee

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 and non-science 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 and 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.

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 and 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 to offer reasonable advice and guidance on the development of key aspects of the sex and relationship curriculum.

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

8. Training

Staff are trained on the delivery of SRE during staff meeting CPD session run annually from 2018 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.

Staff are trained in being aware of **Child Sexual Exploitation** risk factors and the use of the Brooke Traffic Light tool to help evaluate the development of healthy and unhealthy sexualised behaviours in school.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

<https://www.brook.org.uk/our-work/sexual-behaviours-challenging-beliefs-and-assumptions>

The delivery of SRE is monitored by Scott Howes through:

Planning support, learning walks, staff training and feedback.

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

This policy will be reviewed by Scott Howes every 2 years. At every review, the policy will be approved by the governing body.

Links to other policies:

Safeguarding

Child Protection Policy

Anti-Bullying Policy

Equality Plan

Appendic 1 – Teaching SRE with Confidence – Scheme of Work Overview (next page)

CWP Curriculum Overview

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Reception Our Lives

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

Year 2 Differences

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Differences: Male and Female**

Lesson 2: **Personal Space**

Lesson 3: **Family Differences**

Year 4 Growing Up

Lesson 1: **Growing and Changing**

Lesson 2: **What is Puberty?**

Lesson 3: **Puberty Changes and Reproduction**

Year 5 Puberty

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

Year 6 Puberty, Relationships and Reproduction

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Understanding Relationships**

Lesson 3: **Conception and Pregnancy**

Lesson 4: **Communication in Relationships**