



Sex and Relationships Education Policy

This policy covers our school's approach to the delivery of Sex and Relationships Education. The policy will be available to parents through the school's website with paper copies held at the school office.

Our policy of teaching Sex and Relationship Education in our school is set in this context of a supportive learning environment.

Rationale

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We consider a comprehensive programme of SRE provides accurate information about the body, reproduction and sex. It also gives children and young people essential skills for building positive, respectful and non-exploitative relationships and staying safe both on and offline.

SRE plays a vital part in meeting schools' safeguarding obligations, enabling pupils to learn about safety and risks in relationships. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

We believe it is important that our Foundation Stage and Key Stage 1 pupils are helped to develop an understanding of growth and change, and the need to respect one another. In Key Stage 2, we provide SRE so that pupils are prepared for the physical and emotional changes they undergo at puberty and learn about how to form and maintain healthy relationships.

Our programme promotes the following values:

- respect, love and care;
- the importance of family life, marriage, and stable and loving relationships for the nurture of children;
- the need to explore, consider and understand moral dilemmas;
- the importance of critical thinking as part of decision-making.

Our SRE programme aims to educate all children, including those who develop earlier than the average, about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships focuses on friendship, bullying and the building of self-esteem.

Equality

We will meet our obligations under the Equalities Act (2010) by ensuring that our SRE programme is sensitive to the different needs of individual pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or sexual orientation.

Our SRE programme, as part of the wider PSHE curriculum, aims to help children realise the nature and consequences of discrimination, teasing, use of prejudiced language, bullying and aggressive behaviour (including cyber-bullying). It covers how children should respond appropriately and how they can ask for help.

Parents

We are committed to working with parents and carers. We will inform parents about when SRE lessons are due to be taught. They will also be reminded that they have the right to withdraw their children from SRE lessons.

Parents have the legal right to withdraw their children from all or part of the school's SRE programme, with the exception of the biological aspects necessary under the National Curriculum Programme of Study for Science (see App. 1)

If a parent requests that their child be removed from SRE lessons, the school will provide alternative, supervised learning activities.

Confidentiality

Confidentiality is a whole school issue and staff must be aware that disclosures can be made by children at any time. In this situation, refer to the school's Safeguarding Policy.

Clear ground rules must be set for SRE lessons; this reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures. The teacher establishes the ground rules together with the pupils at the beginning of each SRE unit of teaching. At the beginning of each SRE session, pupils are reminded of the ground rules by the teacher. These rules will include telling pupils that they are not to discuss the content of SRE lessons with younger children.

Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information.

When a health professional is contributing to a school health education programme in a classroom setting, s/he is working with the same boundaries of confidentiality as a teacher.

Curriculum

Our SRE programme is part of a broader developmental PSHE education programme which is linked to our school curriculum. Sex education is compulsory as part of the statutory Science curriculum, and this is where children are taught about the biological facts relating to human growth, puberty and reproduction. Other links are made to Computing, which teaches about online safety, and PSHE, which helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour. PSHE also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe.

The learning outcomes of our programme will be that pupils will:

- know and understand physical development at appropriate stages;
- be able to learn to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- understand that they are in control of their bodies.

In the later stages of the programme (upper Key Stage 2), we will ensure that pupils understand that sexual intercourse is an adult activity and that it is an offence for anyone to have any sexual activity with a person under the age of 16.

We will respect pupils' unique starting points by providing SRE that is tailored to pupils' different stages of learning, levels of maturity and personal circumstances, e.g. family faith and culture. This approach is in line with the school's SEND Policy and Statement of Equality.

Lessons will be taught by teachers, with whom the children are familiar, and the programme will be delivered separately to girls and boys in Year 5 and 6. Teaching assistants will provide additional support, for example with individuals who may find the content more difficult to access.

SRE Curriculum

	Unit	Lessons	BBC Active SRE Unit
Year R	Our Lives	1: Our Day 2: Keeping Ourselves Clean 3: Families	
Year 1/2	Growing and Caring for Ourselves Differences	1: Keeping Clean 2: Growing and Changing 3: Families and Care 4: Differences: Boys and Girls 5: Differences: Male and Female 6: Naming the Body Parts	
Year 3/4	Valuing Difference and Keeping Safe	1: Differences: Male and Female 2: Personal Space 3: Family Differences	Unit 3 - Feelings Unit 4 – Family Life Unit 5 - Friendships
Year 5/6	Growing Up, Puberty, Relationships and Reproduction	1: Growing and Changing 2: What is Puberty? 3: Puberty Changes and Reproduction 4: Talking about Puberty 5: Male and Female Changes 6: Puberty and Hygiene 7: Puberty and Reproduction 8: Understanding Relationships 9: Conception and Pregnancy 10: Communicating in Relationships	Unit 1 - Growing up Unit 2 - Cycle of Life

Appendix 1

National Curriculum Science

Programme of Study for Key Stage One and Key Stage Two

	Animals including humans	Living Things and Their Habitats
Year 1/2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals □ identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> ☒ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ explore and compare the differences between things that are living, dead, and things that have never been alive □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including microhabitats ☒ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Year 3/4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ☒ identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions ☒ construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ☒ recognise that environments can change and that this can sometimes pose dangers to living things.
Year 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☒ describe the changes as humans develop to old age. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☒ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ☒ describe the life process of <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe how living things are classified into broad groups according to common observable characteristics and

	<p>□ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>▣ describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>based on similarities and differences, including microorganisms, plants and animals</p> <p>▣ give reasons for classifying plants and animals based on specific characteristics.</p>