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# Sex and Relationships Education Policy

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## **Rationale**

Sex and Relationships Education (SRE) promotes understanding of the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. SRE has a key part to play in the personal, social, moral and spiritual development of young people and in keeping them safe from harm. It begins informally in the home with parents and carers long before any formal education takes place at school.

## **Aims**

The aim of SRE is to provide balanced, age appropriate, factual information about human reproduction and to prepare children for the physical and emotional changes they will experience when they reach puberty.

The objectives of our SRE programme are to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self esteem to value themselves and others
- help young people to move with confidence from childhood through adolescence into adulthood
- form positive and healthy relationships with others
- behave responsibly within relationships, understanding that their actions have consequences
- help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older
- develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

## **National Context**

All maintained schools, including primary schools, are required to have a policy for SRE.

The government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices.

Legislation relating to sex and relationships education (SRE) is contained within the Education Act (1996) and the Learning and Skills Act (2000).

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;
- Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

The Equality Act 2010 states that pupils have an entitlement to:

- Age and circumstance appropriate SRE;
- Access to help from trusted adults and helping services;
- Learning experiences which are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.

SRE involves consideration of a number of sensitive issues, about which, different people may hold strong and varying views. The federation's approach to SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups.

Young people may have varying needs regarding SRE depending on their circumstances and background. The federation strongly believes that all pupils should have access to SRE that is relevant to their particular

needs.

## **UNCRC links**

### **Article 3**

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

### **Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

### **Article 16**

You have the right to privacy.

### **Article 17**

You have the right to get information that is important to your well-being, from radio, news- paper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

### **Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## **Organisation of SRE**

Good quality SRE starts early in childhood ensuring that children develop the language and skills to talk about emotions, relationships and their bodies.

We intend that all pupils experience a planned programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations, as appropriate for those with special educational needs. All programmes of study are derived from the National Curriculum (see Appendix 1).

The SRE programme will be predominantly delivered through Personal, Social and Health Education (PSHE) and Science curriculum areas. In addition, some aspects of SRE may also arise in other subjects such as Religious Education.

Lessons are taught using a range of strategies, groupings and personnel; this may include single sex groups, input from the school nurse or other professionals, as appropriate. Children are encouraged to ask questions during all lessons; pupil questions will be answered within the context of a lesson. Teachers set clear parameters with children about appropriate questions for whole class discussion. If the teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents.

Pupils also have the opportunity to post questions anonymously in a question box. Responses can then be prepared in advance. Staff will choose not to respond to questions which are inappropriate.

## **Working with parent and carers**

We acknowledge and celebrate diversity in family structure and organisation; we seek to work in partnership with parents and carers to provide effective SRE. The SRE programme is intended to support parents and carers in their role as the first educators of their children.

Parents and carers will be informed when SRE lessons are taking place and will be provided with a programme overview. A range of resources are available to support parents in discussing this learning with their child (see Appendix 2).

## **Monitoring and Evaluation**

Lessons are assessed, ensuring that the pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways.

Staff review the programmes following delivery and make adjustments as appropriate.

#### Assessment

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage statements.

Teachers and other professionals need to be clear about the progress and achievements of the pupils they teach and how their learning might be improved.

#### **Further guidance is available on:**

PSHE association website

<https://www.pshe-association.org.uk>

National Curriculum websites

<https://www.gov.uk/government/collections/national-curriculum>

Science:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

PSHE:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

SRE guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

Teachers report on personal and social development in the pupils' annual school report.

#### **Procedures for Pupil Withdrawal from SRE**

All aspects of SRE which address objectives from the National Science Curriculum are compulsory for all pupils.

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside the National Science Curriculum. Parents wishing to withdraw their child should do the following:

1. Read the Sex and Relationships policy (available on the school websites), schemes of work and review resources.
2. Discuss concerns with a member of the school's leadership team.

If parents/carers still wish to withdraw their child they will be asked to put their request in writing (not by email) stating which part(s) of the programme they wish their child to be excluded from. Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom during the withdrawn session. Parents/carers will be signposted to resources which will support them in preparing their children for puberty.

#### **Confidentiality**

Staff follow the guidelines outlined in the Data Protection and Safeguarding policies on confidentiality, handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. If a concern arises, all adults are required to follow safeguarding procedures, as described in the Safeguarding Policy.

## **Links with Other School Documents**

- Safeguarding Policy
- National Curriculum Statements (Statutory and non statutory)
- Equality Policy
- Data Protection Policy
- School Curriculum Plan
- E Safety policy

This policy will be reviewed on a 3 yearly cycle.

## **Appendix 1 - National Curriculum Science**

### **Key Stage 1**

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

### **Key Stage 2**

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle National Curriculum Science

## **Year 1 Statutory requirements**

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

### **Notes and guidance (non-statutory)**

- Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes

## **Year 2 Statutory requirements**

- notice that animals, including humans, have offspring which grow into adults

### **Notes and guidance (non-statutory)**

- 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: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

## **Year 5 Statutory requirements**

- Describe the changes as humans develop to old age.

### **Notes and guidance (non-statutory)**

- 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

## **Year 6 Statutory requirements**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### Notes and guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.

The following aims complement those of the Science curriculum. SRE should prepare young people for an adult life in which they develop confidence in talking, listening and thinking about feelings and relationships

Can name parts of the body and describe how their bodies work

Can protect themselves and ask for help and support

Are prepared for puberty

Specific Issues

Puberty

All children, boys and girls, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.

## **EYFS - Early learning goals**

### **Health and self-care**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Making relationships**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## Appendix 2

### **Babies: all about conception, birth and the first years**

*Usborne (2004) Meredith, S*

Part of the Facts of Life series, this book traces the development of a baby from conception to birth and the first

years of life, and the effects of pregnancy on the mother.

Suitable for: 10 years and above

Format: Book

Cost: £5.99

Available from: <http://www.usborne.com/>

### **Great answers to difficult questions about sex: what children need to know**

*Jessica Kingsley (2010) Goldman, L*

Book to help parents talk to their children about sex. Covers topics such as how babies are made, relationships, and puberty.

Suitable for: Early years, primary and secondary

Format: Book

Cost: £10.99

Available from: [www.jkp.com/catalogue/book/9781849058049](http://www.jkp.com/catalogue/book/9781849058049)

### **Growing up: all about adolescence, body changes and sex**

*Usborne (1997) Meredith, S*

Part of the Facts of Life series, this book covers puberty, sex, STIs and contraception.

Suitable for: 10 years and above

Format: Book

Cost: £5.99

Available from: <http://www.usborne.com/>

### **How are babies made?**

*Usborne (2000) Smith, A*

Find out how a baby grows inside its mother – with the help of fantastic fold-out flaps. Bold cartoon-style illustrations show where a baby comes from, how long it takes to grow and what a newborn baby does, and flaps reveal hidden processes and amazing facts.

Suitable for: KS1

Format: Book

Cost: £4.99 + £3.50 P&P

Available from: [www.usborne.com](http://www.usborne.com)

### **Speakeasy: talking with your children about growing up**

*FPA (2009)*

Based on the established SRE training course for parents and written in consultation with parents, this book is designed to help parents and carers talk to children of all ages about all aspects of sex and relationships.

Suitable for: All ages

Format: Book

Cost: £9.99

Available from: [www.fpa.org.uk](http://www.fpa.org.uk) **A copy of this is available for loan from your school.**

### **Sex and relationships**

*Parentchannel.tv*

Series of short videos for parents on talking to their children about sex and relationships and how best to provide support.

Suitable for: All ages

Format: Online films

Cost: Free

Available from: <http://www.parentchannel.tv/sexandrelationships>

### **What's happening to me? (girls)**

*Usborne (2006) Meredith, S*

Illustrated guide to female puberty.

Suitable for: 9 years and above

Format: Book

Cost: £6.99

Available from: <http://www.usborne.com/>

**What's happening to me? (boys)**

*Usborne (2006) Frith, A*

Illustrated guide to male puberty.

Suitable for: 9 years and above

Format: Book

Cost: £6.99

Available from: <http://www.usborne.com/>

**Websites**

<http://www.familylives.org.uk>

<http://www.fpa.org.uk>

<http://kidshealth.org/en/parents/growth/>

<http://www.always.co.uk/en-gb/tips-and-advice-for-women/mums-and-daughters>