



SEX AND RELATIONSHIPS EDUCATION POLICY

INTRODUCTION

We believe that Sex and Relationships (SRE) is not a subject in its own right but it is a carefully planned and delivered element of our PSHCE (Personal, Social, Health, Citizenship and Economic) curriculum. Considered, age-appropriate SRE helps to equip children with the factual information, skills and confidence to manage and move through their lives. This policy was produced by the PSHCE Co-ordinator, through consultation with the Head Teacher, the Senior Leadership Team, the school governors and parents.

All schools must have in place a written policy for Relationships Education and RSE. Our PSHCE policy should be read alongside this policy as together they set out the framework for our PSHCE teaching

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about teaching sex, sexuality and sexual health.

AIM

The aim of SRE at Four Lanes Community Junior School is to:

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the children.
- Encourage the exploration and clarification of values and development of positive attitudes.
- Develop children's confidence in talking, listening and thinking about feelings and relationships and developing empathy towards others.
- Correctly name parts of the body including the reproductive system and describe how their bodies work.
- Ensure our pupils are informed how to protect themselves and who to ask for help and support.
- Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- Help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Ensure children value and respect themselves and others.
- Help children gain access to information and support.
- Develop skills for healthy, strong and safe relationships, including those that take place online.
- Cultivate communication skills in our children to help them manage the influences of their peers and the media.
- Teach positive emotional and mental wellbeing and how strong relationships support this
- Encourage children to respect and care for their body and understand they have rights over their body.
- Prepared our children for puberty and adulthood.

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. It will also draw upon the Conventions of the Rights of the Child (UNCRC). SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION REQUIREMENTS

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.”

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2021.

All schools must teach the following as part of the National Curriculum Science Orders. Parents do not have the right to withdraw their child/children from this.

- Describe the changes as humans develop from birth to old age. NC 2014
This includes: learning about changes experienced in puberty, main body parts and internal organs, how to keep their bodies healthy and how their bodies might be damaged.
- describe the life process of reproduction in some plants and animals
(Including sexual reproduction in animal)

The DfE Guidance 2021, recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' We believe that sex and relationship education does not stand as a subject on its own, but as an integral part of a 'balanced and broadly based' curriculum, that promotes pupil health and wellbeing. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

THE TEACHING PROGRAMME FOR SEX AND RELATIONSHIP EDUCATION

Programme of Study:

A range of resources from Kapow Primary (<https://www.kapowprimary.com/>) are used to support SRE teaching and learning. These resources include animated videos to support the teaching of elements of SRE. Online relationships are explored alongside off-line throughout the units. This learning takes place in the second half of the Spring Term.

Year 3:

- identify the external parts of the body and external reproductive system
- identify gender differences
- discuss how emotions change as we grow
- discuss how relationships change as we grow
- explore the meaning of personal space and personal safety
- explore the concepts of personal hygiene and its importance

Year 4:

- relationships, including how and why relationships change, how to deal with these changes and how to negotiate new relationships
- personal hygiene
- identify parts of the body, including reproductive system
- how our bodies will change during puberty, including menstruation – from birth to old age

Year 5:

- changes as they grow older, review of Y4
- how babies are made
- how babies are born

Year 6:

- different types of love/ relationships and effective relationships
- changes in relationships as you grow older
- human life cycle and physical changes
- human sexuality
- emotional changes and coping with them

Physical health and mental wellbeing

By teaching children about physical health and mental wellbeing we aim to provide them with the information needed to make good decisions about their health and to know how and where to seek support from when issues arise. Physical health and mental wellbeing are addressed through both our SRE and PSHE curriculum and the use of the 5 Ways to Wellbeing from Mind which is promoted across the curriculum throughout the school.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

CHILD PROTECTION AND CONFIDENTIALITY

Vulnerable pupils and children with specific learning needs will have their specific needs addressed by their class teacher and supported by ELSA trained staff.

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team, Headteacher or other identified Designated Safeguarding Lead (DSL).

EQUALITY

Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically an atmosphere of tolerance and acceptance will be encouraged.

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this school will take into account:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs

Our children will be taught within a framework ensuring that children clearly understand what the law allows and doesn't allow.

ROLES AND RESPONSIBILITIES

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. SRE will predominately be provided by the class teacher in class. Where gender specific lessons are seen as appropriate, staff teams will work together to provide suitable staff for boys and girls to separately discuss the material. Where deemed appropriate, children may be taught SRE on a one-to-one or small group basis in order for them to fully access the learning. Opportunities for further discussion one-to-one with the class teacher are available to all pupils. For some children such as those with SEND, there may be a need to tailor the content or approach to meet the specific needs of the individual with an awareness that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

The PSHCE Leader provides professional leadership to secure high quality teaching and learning, ensuring that the SRE curriculum is taught in line with the programme of study. They will monitor in a variety of ways such as planning scrutiny, pupil conferencing, and work scrutiny. Staff training will be provided by the PSHCE Leader to familiarise the staff with the SRE policy and ensure their understanding of related policies: PSHCE, KCSIE, Child Protection, Prevent & safeguarding, Anti-bullying, SEND and Equality. The training will provide clear lesson plans and resources for each year group to use to deliver the sex and relationships lessons agreed by the governors. The Headteacher reports to the Governing Board and The Governing Board oversees the implementation of the policy, ensuring all legal obligations are fulfilled.

Sensitive issues will be discussed with members of staff as appropriate, to provide ways to support staff delivering the SRE curriculum. SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

PARTNERSHIP WITH PUPILS

The school accepts that an effective policy on SRE requires information from pupils both at the development and implementation stages. This will be achieved by:

- Circle time
- Information from class teachers about specific issues
- Class discussions

Pupils who seek direct advice may be referred to the DSL and encouraged to discuss the matters with:

- Their parents or appropriate relative
- ELSA (where appropriate)
- Another member of staff with whom they feel comfortable

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

Some ground rules and distancing techniques may include:

- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in the conversation
- Only correct terminology will be used
- Meanings of words will be explained in a sensible and factual way

PARTNERSHIP WITH PARENTS

Information on SRE in the school curriculum is contained in the school prospectus.

Parents are informed in writing of the content and timings of SRE sessions and are given the opportunity to preview the content of the sessions each year before teaching takes place. In addition, parents are advised of good resources to use in further discussions with their children at home.

Parents are encouraged to offer their opinions, comments or suggestions through the child's class teacher, Year Leader or governing body.

Parents have the right to withdraw their child from the non- statutory content in SRE. If a parent would like to withdraw their child from this part of the education, a request must be sent to the Headteacher who will wish to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

EVALUATION MONITORING AND REVIEW

Pupils will complete an evaluation sheet at the end of the SRE module. Understanding in Sex and Relationship Education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, scrutiny of work and pupil self- assessment.

The PSHCE co-ordinator will monitor lessons throughout the school. The PSHCE co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will discuss actions with the Headteacher and staff.

Policy Updated and approved by Governing Body: March 2022

The SRE policy will be reviewed annually by the Governors.