

LANGDON

PRIMARY SCHOOL

Sex and Relationships Education Policy

Created Summer 2019

Agreed by the Governing Body 9.7.19

Due for review Autumn 2021

Sex and Relationships Education Policy

Rationale

The National Curriculum Framework (2013) states that every state funded school must offer a curriculum which is broad and balanced and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- Prepares pupils at school for the opportunities, responsibilities and experiences of later life.

This guidance, along with the 2002 Education Act, gives schools a very clear remit to provide sex and relationships education.

Sex and Relationships Education (SRE) can be defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

- **Emotional aspects** include how to deal with and manage feelings linked to relationships;
- **Social aspects** include how to deal with positive and negative influences from friends;
- **Physical aspects** include how our reproductive systems work.

The aim of SRE is to 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.

All schools must have an up-to date Sex and Relationships Education (SRE) Policy which can be made available for parents and for inspection.

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

Under the terms of the Education Act, the requirements our school must have regard for are:

- It is compulsory to teach some parts of sex education ie. The biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary age;
- The broader topic of SRE is not currently compulsory but contained within the non-statutory Personal, Social and Health Education guidance in the National Curriculum and strongly recommended in the government SRE Guidance (2000). School Governing Bodies are, in law, expected to give 'due regard' to this guidance;
- The need to have an up to date SRE policy that describes the content and organization of SRE taught outside the Science curriculum, will be available to parents;
- Parents right to withdraw their children from any SRE taught outside the Science Curriculum.

SRE starts at home and is received from friends, televisions, film, magazines and school and continues throughout life. SRE in our school is part of the Science and PSHE programmes of the National Curriculum and sits comfortably within Healthy Schools requirements.

SRE is about the understanding and importance of marriage, family life and stable and loving relationships, respect, love and care. It encourages the acquisition of social skills and positive attitudes, which allow pupils to develop a good self image in order to manage their own relationships in a responsible and healthy way. SRE will prepare children to move with confidence from childhood through adolescence to adulthood.

Ofsted is statutorily required to inspect the SRE policy and its implementation, including pupils' personal development, how well the school cares for and provides effective support and advice for pupils and how well the school works in partnership with parents.

Aims

- To involve and work together with parents to develop awareness that Sex and Relationships Education is a crucial part of preparing children for their lives now and in the future as adults and parents;
- To develop children's confidence to talk, listen and think about feelings;
- To provide opportunities for pupils to be equipped with the knowledge, attitudes and skills they need to be ready for developing relationships;
- To promote the core values of respect, love and care in relationships with others;
- To develop in children an understanding of how their bodies work and to prepare for puberty and adulthood;
- To provide opportunities for pupils to acquire knowledge and understanding about the roles and responsibilities they will have as adults;
- To ensure children understand the importance of keeping healthy and how to look after their bodies;
- To make children aware of how they can keep themselves safe and where to ask for help and support;
- To increase knowledge, change attitudes and enhance decision making skills.

Inclusion

The staff at our school provide an environment in SRE which gives every pupil the opportunity to experience success and to achieve the highest possible standards. Where necessary, extra support will be offered in order for all children to contribute to SRE. Every care is taken to allow equal access to the SRE curriculum for pupils with disabilities or additional needs.

Account is taken of pupils' diverse backgrounds and cultures. The classroom ethos is one of equal access for all. The contributions of all pupils are valued, and pupils are encouraged to appreciate difference and challenge stereotyping.

Foundation Stage

We teach SRE in the reception class as an integral part of the topic work covered during the year. We relate the SRE aspects of the children's work to the objectives set out in the Early Learning Goals, particularly under the headings Personal, Social and Emotional Development and Understanding of the World.

In the foundation stage we teach children about differences between boys and girls, learn the names of body parts, know that humans and animals produce babies and understand the importance of families and friends.

Key Stages One and Two

In Key Stage One we learn about the changes that happen as we grow up, how to cope with emotions and feelings, how to look after our bodies and how to keep ourselves safe and healthy.

In Key Stage Two we learn about the feeling of love in relationships and about different types of partnerships and families. We teach about stereotypes and how to challenge these for the well-being of all people. Children also learn about puberty, conception, how babies develop and grow and about birth.

We address particular, current or local issues as they arise, modifying the curriculum as and when necessary.

Primary school SRE can be found within the statutory science curriculum and the non-statutory framework for PSHE for Key Stages 1 and 2 as follows:

Key Stage 1 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 2014)	PSHE: Non-statutory (Ref: Sex and Relationships Education Guidance 2000)
Year 1 and 2 Statutory requirements: <u>Animals, including Humans</u> Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should be taught to notice that animals, including humans, have offspring which grow into adults. Pupils should be taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Non Statutory guidance: <u>Animals, including Humans</u> 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.	The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively.

<p>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.</p> <p>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.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	<p>At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:</p> <ul style="list-style-type: none"> • 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.
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Key Stage 2 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 2014)	PSHE: Non-statutory (Ref: Sex and Relationships Education Guidance 2000)
<p>Year 5 and 6</p> <p>Statutory requirements:</p> <p><u>Living Things and their Habitats</u></p> <p>Pupils should be taught to describe the life process of reproduction in some plants and animals.</p> <p><u>Animals, including Humans</u></p> <p>Pupils should be taught to describe the changes as humans develop to old age.</p> <p>Non Statutory guidance:</p> <p><u>Living Things and their Habitats</u></p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p><u>Animals, including Humans</u></p> <p>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.</p> <p>Year 6</p> <p>Statutory requirements:</p> <p><u>Animals, including Humans</u></p> <p>Pupils should be taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Non-Statutory guidance:</p>	<p>The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.</p> <p>All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.</p> <p>It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively.</p> <p>At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:</p> <ul style="list-style-type: none"> • 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.

Animals, including Humans

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, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.

NB: There are no relevant requirements in the Year 3 or 4 Science National Curriculum Programme of Study.

Assessment

Assessment in SRE is a process through which judgements are made about an individual's learning and achievements against lesson objectives. Teachers assess the children's work in SRE by making formative observations during lessons rather than formally assessing each child. Work completed in lessons, Q&A activities, quizzes and topic and class discussions helps to provide evidence of individual progress.

Safeguarding

SRE plays an important part in fulfilling the statutory duties that schools have to meet in order to safeguard pupils and their well-being. SRE teaches pupils to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. SRE also teaches children to use a common, scientifically accurate, vocabulary about the human body to use in lessons or in wider situations, for example when talking with others about things which concern them. Respectful language will also be taught and modelled by adults when challenging sexism, homophobia or other forms of prejudice.

Sexual Identity and Sexual Orientation

Children need to feel that SRE is relevant to them and sensitive to their needs. The government is clear that teachers should be able to deal honestly and sensitively with questions relating to sexual identity and orientation. However, there will be no direct promotion of sexual orientation, rather the promotion of loving and positive relationships generally. Homophobic stereotyping or references will be challenged and pupils will always be encouraged to show respect for others. We will liaise with parents in order to reassure them that the content of our teaching in SRE is set firmly in this context.

Parent's Right to Withdraw Children from SRE Lessons

Parents with any concerns about the programme at this school must confer with teachers before requesting that their child be withdrawn. Parents do have the right to withdraw their child from SRE lessons that cover the non-statutory part of the National Curriculum, and responsibility for the supervision of that pupil remains the duty of the school. Pupils whose parents do exercise this right will be supervised undertaking some other work. Parents will be strongly encouraged to

provide SRE at home if they choose to withdraw their child. Copies of materials used in school, or similar materials, to teach SRE can be provided to parents to assist them with this provision.

Roles and Responsibilities

The **Governing Body** is responsible for:

- Determining the school's SRE policy
- Reviewing the SRE policy

The **Head Teacher** (with the GB) is responsible for:

- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

The **Class Teachers** are responsible for:

- Planning, teaching and assessing SRE within the context of the Science and PSHE Curricula.

At Langdon School we have decided that our usual classroom based staff will deliver the SRE curriculum. We do not use external advisers or presenters in order that our pupils feel most comfortable within the lessons and with the learning tasks. Class teachers will choose a range of resources to deliver SRE lessons which may include models, video clips, scenarios, and thought-provoking messages. Each resource will be chosen for its suitability and enrichment value. For some pupils, for example those with additional educational needs, resources may need to be specifically tailored to the child in order that it meets the child's needs and stage of development. All resources will be available to parents to view or to use if they choose to withdraw their child from SRE lessons.

Monitoring of the SRE Policy

This policy will be monitored as part of the usual school self evaluation process by the Head Teacher and Governing Body.

It will be reviewed every two years or in response to changes in guidance for this subject.