



# SEX & RELATIONSHIP EDUCATION POLICY

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## INTRODUCTION

At Rothwell C of E Primary Academy we believe that Sex and Relationship Education should be firmly rooted in Christian and moral values. As such we promote love, compassion, care, respect, tolerance and appreciation and, therefore, challenge discrimination. It is an integral part of the academy's programme for Spiritual, Moral, Social and Cultural development and delivered through our RE, **PSHE** and Science curriculum. It is a central part of our commitment to the promotion of a healthy, safe lifestyle.

## AIMS OF SRE

- To encourage children to appreciate that sexual feelings and activity are an integral part of human experience and an expression of God's creative love.
- To present children with views of sexual relationships and with the Christian understanding of their place within a faithful and committed relationship.
- To prepare children for the changes to their bodies, instincts and feelings as they enter puberty.
- To provide information that is clear and appropriate to pupil's age and maturity, for example, by offering an acceptable and accurate vocabulary for discussing their bodies.
- To learn the value of respect, love and care and how to manage emotions and relationships confidently and sensitively.
- To provide an opportunity for children to become confident in talking about and discussing honestly, openly, appropriately and responsibly sexual matters.
- To teach all children in such a way as to promote a sense of personal value and self-respect in irrespective of their family, religious or cultural background.

## DELIVERY OF THE PROGRAMME

The scheme for Sex and Relationship Education is delivered at KS1 and KS2 as follows:

- Through discrete classroom lessons, group discussion and circle time.
- By inviting suitable visitors
- Within the Science curriculum
- Through collective worship and aspects of the Diocesan RE syllabus.

The academy's scheme of work uses the Islington Primary Scheme of work for PSHE (adopted by Leeds) and sets out the learning objectives and detailed teaching content (Appendix 1). The scheme contains factual information that needs to be accurately and sensitively transmitted but the general approach involves pupils in discussion wherever possible. Resources are chosen carefully so that they are appropriate to the age and cultural background of the pupils concerned.

## **EQUAL OPPORTUNITIES**

The academy recognises that children grow up in a variety of home environments where there are a variety of relationships, parents and carers. The academy seeks to emphasise that the prejudice, discrimination or stereotyping of anyone denies that unique individual worth.

The SRE curriculum will be adapted for pupils with SEN to ensure it is accessible. Pupils are taught in their own class, or in smaller groups.

Boys and girls are taught together except where there are particular reasons for separation (sessions in Year 5 and Year 6).

## **MATTERS EXCLUDED FROM THE PROGRAMME**

It is important that all staff and parents are clear about the procedures for dealing with questions that may be challenging or age inappropriate.

Generally, questions fall into two categories:

1. Questions deemed appropriate to answer as a whole class, these generally relate to factual functions of different parts of the body.
2. Questions that the teacher states at the beginning may not be appropriate to answer. If a child asks an inappropriate question the teacher may sensitively explain that this is a matter not to be dealt within the academy and that the child should consult his/her parent for an answer or that the subject is one that should be dealt with at high school level. Alternatively, the teacher may need to seek advice as to how to best answer the question for that individual child.

Pupils are given an opportunity to write down questions and put them in the 'ask-it' box. The teacher can then decide whether they are appropriate to be answered.

## **CHILD PROTECTION**

In some cases a question may indicate that a child is at risk, sexually active or in danger. In this case appropriate action will be taken in accordance with the academy's child protection policy. This also means that if a child puts a private question to a teacher and requests secrecy, no promise of confidentiality will be given.

When sensitive issues are discussed (e.g. when teaching the human life cycle and puberty) two adults will be present in the class.

## **GROUND RULES FOR DISCUSSIONS**

To support those delivering the course the following Class ground rules are established before the lessons begin:

- Only correct terminology will be used (Pupils can use the slang word once but once the correct terminology is established that term is used from then onwards).
- No one should ask a personal question of another pupil or adult.
- No one will be forced to participate in a discussion.
- It is OK to laugh if we are embarrassed but not at each other.
- Issues discussed in the classroom are not discussed in the playground.
- There is no such thing as a silly question.

## **WORKING WITH PARENTS**

Our academy recognises that a child's parents are the key people in teaching about sex and relationships. They maintain the culture and ethos of the family and can help their child cope with the pressures of becoming a sexually mature teenager.

Our academy also realises that many parents may often need support from the academy when introducing correct terminology, talking about feelings, puberty and the human life cycle. For this reason it is important that home and the academy should work closely together.

Parents are invited to peruse any materials being used and talk to those delivering the course before it starts. A short guide to issues that might be discussed and correct terminology that will be used is given to parents.

## **RIGHT OF WITHDRAWAL**

Parents have the legal right to withdraw their child from all or any part of the academy's programme for sex education, except those elements which are required by the National Curriculum Science orders.

We request that any parents who may be considering the exercise of this right to first make an appointment with the Principal to discuss what such a decision may involve.

## **COMPLAINTS**

An individual wishing to make a complaint about any aspect of this Sex & Relationship Education Policy should discuss this with the academy in the first instance.

If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Parent/Carer Complaints Policy (Spring 2015).

## **EQUALITY IMPACT STATEMENT**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

The academy recognises that children grow up in a variety of home environments where there are a variety of relationships, parents and carers. The academy seeks to emphasise that a Christian view of each pupil as a unique child of God precludes any form of prejudice, discrimination or stereotyping which denies that unique individual worth.

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Sex and relationship education (SRE)					
Y1	Y2	Y3	Y4	Y5	Y6
<p>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</p>	<p><b>Boys and girls, families</b></p>	<p>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</p>	<p><b>Growing up and changing</b></p>	<p>Schools can decide to teach the entire, or aspects, of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</p>	<p><b>Healthy relationships</b> <b>How a baby is made</b></p>
	<p><b>1. Pupils learn to understand and respect the differences and similarities between people</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define difference and similarity</li> <li>understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</li> </ul>		<p><b>1. Pupils learn about the way we grow and change throughout the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify changes throughout the human life cycle</li> <li>understand change is on-going</li> <li>understand change is individual</li> </ul>	→	<p><b>1. Pupils learn about the changes that occur during puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify the physical, emotional &amp; behavioural changes that occur during puberty for both males and females</li> <li>understand that puberty is individual and can occur any time between 8-17</li> <li>understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
	<p><b>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that female mammals give birth and nurse their young</li> <li>can describe the biological differences between male and female</li> <li>understand that the creation of life requires a male and female</li> </ul>		<p><b>2. Pupils learn the physical changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>identify physical changes associated with puberty</li> <li>Understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>	→	<p><b>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>can recognise and challenge gender stereotypes</li> <li>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>

Sex and relationship education (SRE)					
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	<p><b>3. Pupils learn the biological differences between male and female children</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• identify and name biological terms for male and female sex parts</li> <li>• can label the male and female sex parts with confidence</li> <li>• understand that the male and female sex parts are related to reproduction</li> </ul>		<p><b>3. Pupils learn about menstruation and wet dreams</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe menstruation and wet dreams</li> <li>• can explain effective methods for managing menstruation and wet dreams</li> <li>• understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>	→	<p><b>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify positive qualities and expectations from a variety of relationships</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> <li>• can describe that there are different types of intimate relationships, including marriage</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
	<p><b>4. Pupils learn about growing from young to old and that they are growing and changing</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify key stages in the human life cycle</li> <li>• understand some ways they have changed since they were babies</li> <li>• understand that all living things including humans start life as babies</li> </ul>		<p><b>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain how changes at puberty affect body hygiene</li> <li>• can describe how to care for their bodies during puberty</li> <li>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>	→	<p><b>4. Pupils learn about human reproduction in the context of the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• know that sexual intercourse may be one part of a sexual relationship</li> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female sex cells and reproductive organs</li> </ul>



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	<p><b>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that we all have different needs and require different types of care</li> <li>identify ways we show care towards each other</li> <li>understand the links between needs, caring and changes throughout the life cycle</li> </ul>		<p><b>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to describe how feelings and behaviour change during puberty</li> <li>can devise strategies for managing these changes</li> <li>understand how changes during puberty can affect relationships with other people</li> </ul>		<p><b>5. Pupils learn how a baby is made and grows (conception and pregnancy)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know the male and female body parts associated with conception and pregnancy</li> <li>can define conception and understand the importance of implantation in the womb</li> <li>know what pregnancy is, where it occurs and how long it takes</li> </ul>
	<p><b>6. Pupils learn about different types of family and how their home-life is special</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe different types of family</li> <li>identify what is special and different about their home life</li> <li>understand families care for each other in a variety of ways</li> </ul>		<p><b>6. Pupils learn strategies to deal with feelings in the context of relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to identify feelings and understand how they affect behaviour</li> <li>can practise strategies for managing relationships and changes during puberty</li> <li>can empathise with other people's feelings in relationships, including parents and carers</li> </ul>		<p><b>6. Pupils learn about roles and responsibilities of carers and parents</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify some of skills and qualities needed to be parent and carer</li> <li>understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</li> <li>can recognise that both men and women can take on these roles and responsibilities</li> </ul>
			<p><b>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify sources of information, support and advice for children and young people</li> <li>can use appropriate language to discuss puberty and growing up with confidence</li> <li>can answer their own questions about puberty and growing up</li> </ul>		<p><b>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can answer their own questions about sex and relationships</li> <li>can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>can identify sources of information, support and advice for children and young people</li> </ul>

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					<b>Additional lessons:</b> schools will want to consider including these lessons as part of their SRE policy development
					<p><b>8. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that HIV can affect anyone, not a specific group or type of person</li> <li>can identify how HIV can and cannot be passed on</li> </ul>
					<p><b>9. Pupils learn about how the risk of HIV can be reduced</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>know that the risk of HIV being passed on can be reduced if a condom is used</li> <li>can describe how a condom protects against HIV and other sexually transmitted infections</li> </ul>
					<p><b>10. Pupils learn that contraception can be used to stop a baby from being conceived</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>know that a condom stops sperm from meeting an egg and therefore stops fertilisation</li> <li>know that women can take a pill to stop an egg being released, preventing conception</li> <li>understand contraception is both partners' responsibility</li> </ul>

National Curriculum link:	Science - animals, including humans (statutory requirements)
Pupils:	Pupils should be taught to:
Year 1	4.1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year 2	4.2 notice that animals, including humans, have offspring which grow into adults
Year 5	4.3 describe the changes as humans develop to old age

This scheme of work suggests that sex and relationship education is taught in Years 2, 4 and 6.

Some schools will prefer to teach sex and relationship education in each year group or may want to teach a particular topic across consecutive year groups as identified on the grid above.

PSHE subject leaders can adapt this PSHE curriculum area of learning to best suit the school's individual approach.