



## **Sex and relationships education policy**

### **Introduction**

Sex and relationships education (SRE) is defined as, 'learning about physical, moral and emotional development'. SRE is part of the Personal, Social and Health Education (PSHE) curriculum. Whilst we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way which allows children to ask and explore moral questions. We acknowledge and value the different relationships that exist in our society, none of which are ever used as grounds for discrimination. We do not use SRE as a means of promoting any form of sexual orientation.

SRE starts early so that children learn about their bodies, can recognise if people make them feel uncomfortable or unsafe and can report abuse and get help. Some children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

This policy is based on the DfE document *SRE Guidance* (ref DfE 0116/2000), the findings of the 2008 Review of SRE in Schools and the Brooks, PSHE association and Sex Education Forums' 2014 *SRE for the 21st Century* and should be read in conjunction with our *Child protection policy*.

### **Contents**

<b>1</b>	<b>Areas covered</b>	<b>3</b>
<b>2</b>	<b>Context</b>	<b>3</b>
<b>3</b>	<b>Organisation</b>	<b>3</b>
<b>4</b>	<b>Confidentiality and child protection</b>	<b>5</b>
<b>5</b>	<b>The role of the Headteacher</b>	<b>6</b>
<b>6</b>	<b>The role of parents</b>	<b>6</b>
<b>7</b>	<b>The role of other members of the community</b>	<b>6</b>
<b>8</b>	<b>Monitoring and review</b>	<b>6</b>



---

<b>9</b>	<b>Glossary</b>	<b>6</b>
	<b>Appendix 1: SRE in the National Curriculum Science programme</b>	<b>8</b>
	<b>Appendix 2: Female Genital Mutilation</b>	<b>9</b>



## **1 Areas covered**

During SRE we teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship;
- the importance of family life;
- moral questions;
- respect within relationships;
- equality: respect for difference and the views and beliefs of other people;
- protecting children explaining boundaries and safety (safeguarding)
- development of life skills and respectful attitudes and values.

1.1 Specifically, our teaching contributes towards:

- safeguarding pupils (Children's Act 2004), promoting their emotional wellbeing and improving their ability to achieve in school;
- statutory duty to promote pupil well-being (Education Inspections Act 2006, section 38);
- a better understanding of diversity and inclusion, a reduction in gender based and homophobic prejudice, bullying and violence (Equality Act 2010);
- government safeguarding guidance (*Keeping Children Safe in Education*, 2014a) being alert to signs that young girls may be at risk of Female Genital Mutilation (FGM) (see Appendix 2);
- helping pupils keep themselves safe from harm both on and offline (Computing and E safety curriculum).

## **2 Context**

We teach SRE in the context of the school's aims and values. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work at St Aidan's and with regard to children's emotional development. In particular, we teach SRE in the belief that:

- SRE should be taught in the context of marriage and family life;
- SRE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

2.1 We promote health education and have achieved 'Healthy School' Status. We:

- consult with parents on all matters of health education policy;
- train our teachers to teach SRE;
- listen to the views of the children in our school regarding SRE;
- look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

## **3 Organisation**

We teach SRE through different areas of the curriculum. While we carry out the main sex and relationships teaching in our PSHE sessions, aspects also come up in other subject areas, (e.g.



science) where we consider it to be a natural place to talk about the human body and how it changes and develops throughout childhood.

3.1 We teach children using language and explanations appropriate for the age and maturity of their year group in the following areas:

### **Nursery and Reception**

- Respect through listening and sharing.
- Family and friends.
- The uniqueness and the similarities between themselves and others.
- The names of external body parts.
- Knowing there are private areas of the body.
- Who they can talk to if they are worried.
- Hygiene and social routines.
- Animal families.

### **Year 1**

- The beginnings of life- animals, plants and self.
- Growth in people and plants.
- Identify and name basic parts of the human body.

### **Year 2**

- Differences between boys and girls.
- Differences between males and females.
- Coping with strong emotions.
- Naming the body parts including correct terminology for genitalia.
- How to look after our bodies and how to be safe and healthy.

### **Year 3:**

- Challenging gender stereotypes- difference and diversity.
- Emotional changes of growing up.
- Family differences.

### **Year 4**

- Lifecycles.
- Hygiene.
- Positive and negative influences- social, media and friends.

### **Year 5**

- What is puberty.
- Emotional changes; who to talk to for help; advice or information about growing up and safety online (consent); feelings and changing body shape.
- Menstruation and wet dreams.
- Hygiene.
- Positive and negative influences- social, media and friends.

### **Year 6**

- Puberty and reproduction.
- Relationships and reproduction.
- Conception and pregnancy.



- Why families are important for having babies.
- 3.2 In PSHE we teach children about relationships and we encourage children to discuss issues. We use a range of strategies to promote discussion in a 'safe environment' which includes the use of ground rules and an 'Ask it' box in which children can anonymously post questions to be discussed later.
- 3.3 In Key Stages 1 and 2 science lessons we follow the national scheme of work for science (see Appendix 1).
- 3.4 In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty around this time. After initial lessons in mixed groups, some sessions are taught to boys and girls separately. We liaise with Haringey Healthy Schools and the Christopher Winter Project about suitable teaching materials.
- 3.5 Teachers do their best to answer all questions appropriately, with sensitivity and care. Questions are answered within the parameters of the lesson's learning objectives and government recommendations.
- 3.6 By the end of Key Stage 2, we ensure that both boys and girls know how babies are made, how their bodies change during puberty, what menstruation is and how it affects females. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 3.7 Parents are informed about SRE in a number of ways – through booklets, letters and meetings. We arrange meetings for all parents and carers of children in Years 5 and 6 to discuss this particular programme, to explain what the issues are and how they are taught, to see the materials we use in lessons and to hear examples of children's questions asked and answered.

#### **4 Confidentiality and child protection**

All staff know that their professional responsibility to protect children requires them to share information with other agencies where appropriate.

- 4.1 Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to become involved) in sexual activity, or shows signs of having had (or being at risk of) FGM, the teacher will take this seriously and deal with it as a child protection issue.
- 4.2 Teachers will take seriously any indication that a child may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead (DSL), who will only disclose information about a child to other members of staff on a need-to-know basis.
- 4.3 All staff know that they cannot promise to keep secrets to any child. If there are concerns that need investigating, the child is informed at all stages about who is involved. The DSL will deal with the matter in consultation with relevant officers of the local authority. We regard all



information relating to individual child protection issues as confidential. (For more information, see our *Child protection policy*.)

## **5 The role of the Headteacher**

The Headteacher liaises with external agencies regarding the school SRE programme and is responsible for ensuring that both staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that staff are given sufficient training to enable them to teach effectively and handle any difficult issues with sensitivity.

## **6 The role of parents**

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, information sharing, trust and co-operation, as we believe that children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. To achieve this we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

6.1 Parents have the right to withdraw their child from part of the SRE programme that we teach, but not that part which is delivered in the science curriculum (Education Act 1996). If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher or subject leader and make it clear which aspects of the programme they do not want their child to participate in.

6.2 Parents should be aware that schools are legally required to provide a broad, balanced curriculum. SRE topics can arise in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **7 The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, the Healthy Schools Lead gives us valuable support with our SRE programme. Other people that we can call upon include local clergy, the school nurse, social workers and youth workers.

## **8 Monitoring and Review**

It is the responsibility of the Care and Communication Committee to ensure that this policy is monitored and reviewed every three years, or sooner if required, to make amendments in consultation with the PSHE lead.

## **9 Glossary**

DfE	Department for Education
-----	--------------------------



DSL	Designated Safeguarding Lead
FGM	Female Genital Mutilation
PSHE	Personal, Social and Health Education
SRE	Sex and Relationships Education

Date of policy: APRIL 2016

Policy ratified: ..... (Signature) ..... (Date)

Review due: APRIL 2019



## **SRE in the National Curriculum Science programme**

### **10 Key Stage 1**

#### **10.1 Year 1: Animals, including humans**

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

Year 6:

#### **10.2 Year 2: Animals, including humans**

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

### **11 Key Stage 2**

#### **11.1 Year 5: Living things and their habitats**

- Describe the life processes of reproduction in some plants and animals.
  - Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.
- Describe the changes as humans develop to old age.
  - Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

#### **11.2 Year 6:**

- No specific SRE content (SRE taught as part of PSHE).



## **Female Genital Mutilation**

'Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.' (World Health Organisation, 1997)

### **12 Mandatory reporting**

Section 5B of the FGM Act 2003 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31st October 2015.

12.1 In England, the scope of the duty is in line with the regulatory coverage of the National College for Teaching and Leadership: the duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England.

### **13 Process**

At St. Aidan's this duty is included within our *Child protection policy*.