**Longroyde Primary School**

**Everybody Valued, Everyone Achieves**

**Sex and Relationships Education Policy**

This policy is written with the following school aims in mind. Our school’s aims and objectives are to:

1. Develop a child centred curriculum, which is broad, balanced and differentiated to meet and develop the needs of all children.
2. Ensure progression and coverage.
3. Develop an understanding of all pupils regarding race, gender, ability and disability
4. Develop the child’s self-esteem and image
5. Develop the children as independent learners
6. Develop a caring attitude to each other by behaving in a positive and responsible manner
7. Develop a community spirit between the child parents and the wider community
8. Develop the attitudes,values, skills and knowledge so that transfer to the next stage of school life is a smooth one.
9. Provide experiences which will develop our pupils’ spiritual and moral understanding

The policy supports and complements, or is supported by the following policies:

* Mission Statement
* Philosophy and Vision/Direction Statement
* Equal Opportunities
* Code of Behaviour Statement
* Positive Behaviour and Rewards Policy
* Anti-Bullying policy
* Religious Education Policy
* Policy for SMSC development, Collective Worship and Assemblies
* SEND policy
* Child Protection and Safeguarding Policy
* Confidentiality Policy
* Esafety/Cyberbullying policy
* Prevent statement
* Promoting British Values Statement
* PSHE policy

This policy covers our school’s approach to teach Sex and Relationships Education (SRE) throughout school ( through the PSHE and Science Currriculums) in order that pupils treat this area as a normal aspect of their learning.

It was produced by Sarah Mitchell (PSHE Coordinator) and Caroline Buchanan ( Science Coordinator and Deputy Headteacher) following CPD training, consultation with the Public Health in School Coordinator regarding our school’s eHNA and teaching staff.

It will be shared with parents and approved by governors, renewed or amended, as and when deemed necessary, according to the following criteria:

* Consultation and discussion with teaching staff and pupils in school
* Consultation with parents
* Changes made to any guidance relating to the teaching of SRE within primary schools.

Parents will be informed about the policy through access to a hard copy physically available from the School Office, or via our website, and they will be invited to comment on the policy.

Any changes will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

**What is Sex and Relationships Education?**

SRE is about lifelong learning concerning the emotional, social, moral and physical aspects of growing up. Some aspects are taught in Science and some in PSHE. It should provide accurate information about the body, bodily changes as we grow up, reproduction and sex. It should give young people the understanding of the importance of positive, enjoyable, stable, loving and respectful relationships, and essential skills for building these. It should give young people the skills and knowledge to stay safe both off and online. It is not about the promotion of sexual activity or orientation.

We aim to give our pupils the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

**Aims and Objectives:**

Its three main elements are learning about and the development of

**Attitudes and values**

* To contribute to the spiritual, moral, social and cultural development of pupils
* To learn the importance of strong, stable, supportive relationships as key building blocks of community and society
* To enable pupils to explore, consider and understand moral dilemmas

**Personal and social skills**

* To enable pupils to have respect for themselves and others
* To develop pupils confidence and self-esteem as they move from childhood through adolescence and then into adulthood
* To give pupils the skills and understanding they need to live confident, healthy and independent lives
* To give children an opportunity to develop and reflect upon positive relationships with peers and adults.
* To recognise and challenge stereotyping and other forms of negative behaviours.
* To help pupils to understand, express and manage the emotions and feelings which occur at puberty
* To give pupils the opportunity and confidence to ask questions in a safe and supportive environment.
* To understand appropriate and inappropriate behaviours and have the skills to deal and manage these.
* To learn to make informed, safe choices and the consequences of these
* To recognise how to stay safe

**Knowledge and understanding**

* To give pupils knowledge about how their bodies work, grow and change
* To give pupils knowledge about reproduction and birth

**The importance of Sex and Relationships Education**

Sex and Relationships Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour.

It is essential for the following reasons:

* Article 17 of the UNCRC states the “children and young people have a right to information that is important to their health and well-being”.
* Young people want to be prepared for the physical and emotional changes they undergo at puberty, and want to learn about relationships
* It plays a part in meeting schools’ safeguarding obligations
* To prepare young people for the challenges, opportunities and responsibilities of adult life, impacting positively on pupils’ wellbeing

We believe it is important to address this area of the curriculum because young people have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives and to take responsibility for their sexual health and well-being. We have a duty to protect our young people by addressing national and local health needs.

Children need to learn the knowledge and develop the understanding and skills before puberty so that they are fully equipped to deal with and manage issues related to sex and relationships. SRE should be age

appropriate not just age specific as children develop at different rates. SRE is an important child protection measure and can encourage young people not to engage in potentially harmful behaviour and enable them to recognise this and how to get help.

**What will the content of SRE be at our school?**

SRE will take place in Science and PSHE lessons. We will teach:

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| --- | --- |
| **EYFS (Please see appendix 1 for specific statements)** | |
| **Science** | **PSHE** |
| **Physical development**:  Health and self-care  **Understanding the world:**  People and communities  The World | **Personal Social and Emotional Development**:  Making Relationships  Self -Confidence and Self awareness  Managing Feelings and Behaviour |

|  |  |
| --- | --- |
| **Key Stage 1** | |
| **Science** | **PSHE** |
| **Animals including humans**   * Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense * Notice that animals, including humans, have offspring which grow into adults * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | * Differences and similarities between people * Growing young to old, naming body parts, differences between boys and girls * Recognising and managing feelings * Keeping safe physically and emotionally * How people’s bodies and feelings can be hurt * Difference between a secret and a surprise * Appropriate and inappropriate touch * Where to get help |

|  |  |
| --- | --- |
| **Key Stage 2** | |
| **Science** | **PSHE** |
| * Describe the life process of reproduction in some plants and animal * Describe the changes as humans develop to old age * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | * Different kinds of feelings and how to manage them * How to develop and maintain healthy relationships * Range and intensity of feelings * Puberty, adolescence and body changes * Human life cycle/Reproduction * Puberty and body image in the media * Roles and responsibilities of parents and carers * Online safety * Recognising when they feel comfortable or not * Who they can trust to take care of their bodies and the right to protect their bodies * Keeping things confidential or secret * How to respond to unacceptable physical contact |

**Promoting School and British Values**

British values and our School values – resilience, community, tolerance, keeping safe, friendship, making a positive contribution, courtesy, kindness and respect – support the teaching and learning within our SRE curriculum.

We will teach SRE within the context of positive stable relationships, based on respect for themselves and for others promoting emotional health and well-being as well as physical safety.

**Our Intended Outcomes from our SRE programme**

Our pupils will be able to demonstrate that they have the knowledge and understanding to develop and maintain healthy positive relationships, make informed choices to keep themselves and others safe and keep themselves healthy both physically and emotionally. They will have the knowledge and skills to deal with issues of bodily and emotional changes during puberty. They will understand their rights as individuals and their responsibilities to themselves and others. They will respect the bodies, feelings, views and choices of others and know that they are entitled to the same. They will be able to reflect upon their

learning and be well prepared to apply this to future situations. They will understand the difference between acceptable and unacceptable behaviour, and will know where to get help and support.

**Involving Pupils**

We will involve pupils in their learning by finding out their starting point through baseline assessment conducted in a variety of ways, such as, questionnaires, draw and write, discussion etc. We will also ask pupils to evaluate and reflect upon their learning and encourage them to ask questions. Our school’s Year 5 and 6 pupils participate in the Electronic Health Needs Assessment (EHNA) which informs us of pupils’ views.

**Assessing pupils’ learning**

We will assess pupils’ learning through formative and summative assessment .

Please refer to PSHE and Science policies for further information.

**Inclusion and differentiation**

All pupils will have equal access to our SRE programme and lessons will be differentiated according to different abilities, levels of maturity and personal circumstance and taught in accordance with the pupils’ readiness. All children regardless of their gender, ability, background, experience or identity are entitled to quality SRE. LSAs will work with individuals where required.

*See Equal Opportunities and SEND policies*.

**Involving Parents and Carers**

We are committed to working with parents and carers. We will write to parents to inform them of our SRE programme including when different aspects are taught. We will be open to any discussion with parents if concerns arise. We will do this in order for parents to be part of their child’s education, prepared to answer their children’s subsequent questions or simply talk together about their children’s learning.

Legislation states that ‘*parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum’*. This means that parents cannot withdraw their children from the Science element of this programme. We will communicate to parents about their right to withdraw their children by the same letter.

If a parent requests that their child be withdrawn, we will ensure that they go to another class with suitable learning materials. We will ensure that all children understand the right to withdraw, to protect the pupil from any possible negative reactions of their peers.

**Ensuring a balance**

Whilst promoting the aforesaid values, we will ensure that the children acquire learning that will allow them to make their own choices as well as promoting the ‘acceptable’ choice.

We will ensure children can explore a range of differing viewpoints, and will ensure that teachers do not promote their own individual viewpoints. We will remain impartial, giving clear, truthful and relevant information. At all times, we will be careful not to show judgement, shock or disapproval. We will encourage debate in a safe, supportive environment but ensure that this debate is sensitive to a range of views, with pupils respecting the rights of others to differing viewpoints.

**Responsibility for teaching**

The programme will be led by the PSHE and Science coordinators ( Sarah Mitchell and Caroline Buchanan). It will be taught by class teachers and supported by Learning Support Assistants within class, along with the learning mentor (Miss Shields) if necessary. Further support may be given by other professionals such as school nurses or local health visitors, depending upon the needs of the children. If external professionals are used within school, they will be there to enhance rather than replace teacher-led learning, and their input will be planned with the teacher, who will provide the context, the school’s values, learning objectives and intended outcomes. Content of their planned input will be discussed first. Teachers will always be present if visitors are used.

**How will SRE be taught at Longroyde Primary School?**

SRE has been incorporated into planning for PSHE throughout all year groups. It will also link very closely with plans for Science and has been incorporated into the Science Medium Term Planning for all year groups in school. SRE should be taught to mixed ability, mixed gender groups.

The programme will be taught through a range of teaching methods, including class teaching, discussion work, use of video materials along with constructive follow up, and written recording. Activities should encourage active learning, pupil participation, group activities and discussion. Staff should bear in mind that the establishment of strict ground rules for discussion within this area is essential. The Sex Education Forum [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk) has produced a guide for choosing and using resources.

**Questions**

It is imperative that staff take into consideration the prior learning or readiness of the children before answering questions. However, it is important that children feel able to ask any questions that they wish and that their questions are valued. Ground rules must be established in order to provide a safe and supportive environment for discussion and questions, and establish clear parameters of what is appropriate and inappropriate in a class setting.

We will allow pupils to raise anonymous questions through the use of question boxes or “ask it baskets” where children can discretely and anonymously post questions that are important to them if they are not comfortable to raise a question in an open setting.

If a member of staff is concerned about a question raised by a child, they follow the school’s Child Protection and Safeguarding policies (please refer to these).

Staff must, at all times, be conscious of the way that they react to a question and avoid being judgemental or shocked or make the child feel belittled by seeking an answer.

Staff must be prepared for challenging or difficult questions. They will need to consider whether the response should be individual and private, short and simple to the whole class, or whether it needs to be answered when the child is older and has the maturity to understand the answer.

Responses might include:

*“Good question…I’ll talk to you afterwards”*

*“That’s a bit beyond where we are, but will be covered further up the school”.*

*“I don’t know, but I will find out”.*

*“What do you think the answer is?”*

*“That is too personal and not appropriate for this lesson”.*

It is vital that staff feel able to ask the child to wait for an answer to a sensitive or difficult question in order to give them time to consult with the school’s leadership team or other colleagues.

**Child Protection /Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Care must also be taken for children deemed “at risk” who may require additional and sensitive support from the Learning Mentor or from Learning Support Assistants in class.

The staff member will inform the Head Teacher/ Designated Safeguarding Lead in line with the LEA procedures for child protection.

A member of staff cannot promise unconditional confidentiality if concerns exist, and must ensure that pupils know this. We can make sure that pupils know sources of confidential help, such as GPs or an advice service. We will reassure pupils that their best interests will be maintained.

**Monitoring and Evaluation**

The programme will be monitored, evaluated and, if necessary, amended via staff meetings, parental and pupil feedback.

Parents are encouraged to discuss any aspect of the SRE programme at any time. If there is a problem or a complaint, then parents should refer to the class teacher, then to Mrs Buchanan or Mrs Mitchell, then to Mr Fox and finally to the Curriculum Committee of the Governing Body. Feedback from complaints should be given to parents as soon as possible.

**This policy has been produced by C Buchanan and S Mitchell in January 2017 and supersedes any previous policy.**

**Approved by governors on: 1.2.17**

**Appendix 1: Early Years Foundation Stage Development Matters Statements**

**and Early Learning Goals relevant to SRE**

**Personal Social and Emotional Development: Making Relationships:**

**22-36 months**

* Seeks out others to share experiences
* Shows affection and concern for people who are special to them
* May form a special friendship with another child.

**30-50 months**

* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**40-60 months**

* Initiates conversations, attends to and takes account of what others say.
* Explains own knowledge and understanding, and asks appropriate questions of others.

**Early Learning Goal**

Children play cooperatively, 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.

**Personal, Social and Emotional Development: Self-confidence and self awareness**

**22-36 months**

* Expresses own preference and interests.

**30-50 months**

* Confident to talk to her children when playing and will communicate freely about own home and community.

**40-60 months**

* Confident to speak to others about own needs, wants, interests and opinions.
* Can describe self in positive terms and talk about abilities.

**Early Learning Goal**

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**Personal, Social and Emotional Development: Managing Feelings and Behaviour**

**22-36 months**

* Can express their own feelings such as sad, happy, cross, scared, worried.
* Responds to the feelings and wishes of others.
* Aware that some actions can hurt or ham others
* Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.

**30-50 months**

* Aware of own feelings, and knows that some actions and words can hurt others’ feelings.
* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
* Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
* Can usually adapt behaviour to different events, social situations and changes in routine.

**40-60 months**

* Understands that own actions affect other people for example, becomes upset or tries to comfort another child when they realise they have upset them.
* Aware of the boundaries set, and of behavioural expectations in the setting.
* Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

**Early Learning Goal**

* Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Physical Development: Health and Self-Care**

**22-36 months**

* Beginning to be independent in self-care, but still often needs adult support.

**30-50 months**

* Can tell adults when hungry or tired, or when they want to rest or play.
* Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
* Can usually manage washing and drying hands
* Dresses with help.

**40-60 months**

* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

**Early Learning Goal**

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.

**Understanding the world: People and Communities**

**22-36 months**

* Has a sense of own immediate family and relations
* Beginning to have their own friends.
* Learns that they have similarities and differences that connect them to, and distinguish them from, others.

**30-50 months**

* Shows interest in the lives of people who are familiar to them.
* Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**40-60 months**

* Enjoys joining in with family customs and routines.

**Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the world: The World**

**22-36 months**

* Notices detailed features of objects in their environment.

**30-50 months**

* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Developing an understanding of growth, decay and changes over time.
* Shows care and concern for living things and the environment.

**40-60 months**

* Looks closely at similarities, differences, patterns and changes.

**Early Learning Goal**

Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**This policy has been written with reference to the following guidance documents:**

**Sex and Relationship Education Guidance  DfE 0116/2000**

**Sex and Relationships Education Guidance for the 21st century (Supplementary advice to the SRE Guidance DfE 0116/2000) by Brook, the PSHE Association and the Sex Education Forum**

**PSHE Association SRE Policy Guidance 2013**