

St Michael with St Thomas C of E Primary School



Sex and Relationship Education Policy

Date approved: Summer 2017

Review Date: Summer 2020

SEX AND RELATIONSHIPS EDUCATION (SRE)

AIMS

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (P.S.H.E).

As Church of England schools, all SRE is set in the context of the Trust's mission statement and Christian ethos. The aim is to provide pupils with accurate information about the body, reproduction and sex as well as the essential skills needed for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

All SRE should be:

- A partnership between home and school.
- Relevant to pupils at each stage in their development and maturity.
- Taught in a consistent manner, following guidelines agreed by Directors.
- Taught with sensitivity towards individual, personal and family circumstances in order to avoid hurt or distress.
- Medically and factually correct.
- Inclusive of difference: gender, ethnicity, cultures, age, faith or belief or other life experiences.
- Rigorously planned, assessed and evaluated.

All SRE should contribute to:

- A safe, positive ethos and environment to learning.
- Safeguarding pupils (Children Act 2004) promoting their emotional wellbeing and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice and bullying and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing service if they need help and advice.
- Developing pupils' understanding of rules and laws relating to sexual activity.
- Developing pupils' interpersonal skills.
- Developing pupils' confidence, self-awareness and self-esteem.

To ensure that high quality SRE is taught, we will endeavour to:

- Ensure that SRE is taught in the context of current relevant legislation including the Equality Act 2010.
- Consult with parents, pupils, Directors and Health Professionals on all matters of the SRE Policy.
- Listen to the views of parents and pupils regarding Sex and Relationships Education and thus constantly evaluate the success of the programme delivered.
- Assess the needs of both teachers and pupils on a regular basis.
- Use local initiatives to inform and update practice.
- Regularly monitor the delivery of Sex and Relationships Education.

THE LEGAL POSITION FOR SRE

SRE plays an important part in fulfilling the statutory duties all schools have to meet.

- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- Under section 78 of the Education Act 2002 and the Academies Act 2010, a P.S.H.E curriculum should promote the spiritual, moral, cultural, mental and physical development of the pupils and prepare them for the opportunities, responsibilities and experiences of later life.
- In the recent review of the National Curriculum, the government has made it clear that all state schools 'should make provision for personal, social, health and economic educations (PSHE) drawing on good practice' (National Curriculum in England, DfE, 2013) and that 'sex and relationship education (SRE) is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).
- The Department of Health set out its ambition for all children and young people to receive high quality SRE in the *Sexual Healthy Improvement Framework (2013)*.
- The DfE's paper *The Importance of Teaching (2010)* highlighted that 'Children need high quality SRE so they can make wise and informed choices'.
- In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science).

POLICY DEVELOPMENT AND LINKS TO OTHER POLICIES

This policy is linked to, and should be read in conjunction with the policies for:

- PSHE and Citizenship
- Drug Education
- Child Protection
- Confidentiality
- RE
- Health and Safety
- Equal Opportunities
- Behaviour Management
- Science
- Anti-bullying and Anti-harassment

To whom does this policy apply?

This policy applies to all of the following people when they are on the school premises: pupils, staff, Directors, parents/carers and visitors.

Breaches of this policy by any of those mentioned will be dealt with by the Principal/Directors. This policy also applies to pupils and staff when off-site when the staff are acting in loco parentis. Therefore, this includes all educational visits, including those abroad.

EQUALITY OF OPPORTUNITY

Difference and Diversity in Culture, Disability, Faith, Gender and Sexuality

The challenge for teachers delivering Sex and Relationships Education within a multi-cultural and multi-faith society is to develop a curriculum and methodology that is open to all young people, but which recognises, respects and celebrates differences.

The Diocesan Board of Education expects school Sex Education Programmes to encourage pupils to have regard to moral considerations and the value of family life. In support of our Christian foundation, we expect our pupils to respect and value themselves and others, and to develop a commitment and trust within close relationships.

The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with questions and offer support. The school will not tolerate any kind of bullying, including that of a homophobic nature. Please refer to the school Anti-bullying policy. All our schools consult closely with parents reassuring them of the appropriate content of the programme.

Additional Needs

The school is aware that due consideration should be given to the educational entitlement of all the pupils in its care and that they are taught appropriately. Where necessary we will seek guidance, advice and resources from the local authority.

ORGANISATION, PRACTICE AND IMPLEMENTATION OF SRE

TEACHING AND LEARNING

Sex and Relationships is delivered in a clear, concise and consistent manner in line with national and local guidelines and using a comprehensive Scheme of Learning for PSHE (Jigsaw). Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning.

See [Appendix A](#) for the Relationships Jigsaw Attainment Descriptors.

See [Appendix B](#) for the Changing Me Jigsaw Attainment Descriptors.

Lesson Structure

Jigsaw lessons are completely child focused. This is reflected in the innovative way that the lessons are structured. Each lesson is designed to:

- Improve the children's social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

In the Summer Term:

- Year 6 children will watch 'How Babies are made' and 'How Babies are born'.
- Year 5 will watch the recommended Channel 4 videos 'Girl Talk' and 'Boy Talk' which will be viewed in single sex groups.
- Year 4 will watch the recommended Channel 4 videos in single sex groups.

PARENTS / CARERS

- Parent/carers have the right to withdraw their children from all or part of SRE (excluding withdrawal from education in National Curriculum Science).
- Parents/carers will be invited to view the videos prior to date of delivery to the children.

EARLY YEARS

The School's Sex and Relationships Education programme runs from Early Years. They are taught about:

- Parts of the body
- Respecting themselves and others
- Growing up
- Fun and fears

ICT LINKS

The appropriate use of ICT resources is used to augment and enhance the pupil's Sex and Relationships Education.

THE USE OF VISITORS/OUTSIDE AGENCIES

Visiting facilitators, such as the school nurse, can enhance the delivery of Sex and Relationship Education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. The member of staff organising the session/event is responsible for ensuring that the content of sessions is appropriate and that the visitors are appropriately qualified with adequate background checks where applicable, if visitors are used.

RESOURCES

The specific SRE content is taught through the Changing Me Puzzle of learning and provides new resources, picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations; the female reproductive systems and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty.

The Jigsaw resources support the school's agreed aims and objectives of the lessons. The resources:

- are appropriate to the needs of the pupils
- avoid racism, sexism, gender and homophobic stereotyping
- portray positive images of a range of young people
- can be used as discussion materials and are adaptable for use with all pupils
- are factual and up to date
- well designed, durable and easy both to understand, use and store
- contribute to a broad, balanced PSHE & Curriculum
- encourage active and participatory learning methods

Specific resources required for the delivery of each lesson are listed on the Medium-Term Plans and Short-Term Plans.

ROLES & RESPONSIBILITIES

ROLE OF THE PARENTS AND CARERS

We wish to build a positive partnership with the parents of our children, and this can only be achieved through mutual trust and co-operation. Parents are encouraged to support the school's policy and programme for Sex and Relationships Education.

We aim to:

- Inform and consult with parents about the school's Sex and Relationships Education policy, programme and practice.
- Invite parents to view the material and resources used to teach Sex and Relationships Education.
- Answer parental questions about Sex and Relationships Education and where necessary signpost a parent to the relevant support agencies.
- Inform parents about best practice with regard to current Sex and Relationships Education so that they may support the key messages being given to the children in the school.
- Parents should be made aware of the Right of Withdrawal – Section 405 Education Act 1996. **All parents have the absolute right to withdraw their children from all or part of a Sex and Relationships Education programme, except for lessons that form part of the National Curriculum.** They will be informed by letter prior to these lessons.

THE ROLE OF THE PUPILS

The children will have the opportunity to evaluate the SRE programme at the end of each topic. This will take place in the form of discussions and written feedback. They also have opportunity to evaluate the subject in the annual questionnaire.

THE ROLE OF THE CO-ORDINATOR

The PSHE Co-ordinator attends relevant PSHE/SRE training and reports back to the Principal, Directors, Senior Management Team and staff where appropriate.

The Co-ordinator is also responsible for:

- Requisition of books and materials and after consultation with staff about their needs
- To attend courses and report back to the staff
- To lead discussions and workshops
- To advise and support staff in planning
- To make known the resources available to each class
- To advise new teachers and NQTs
- To make staff aware of courses that might be beneficial to their professional development
- To review and update the policy and schemes of work
- To assist the Principal in monitoring the quality of teaching across all the key stages throughout the school in order to identify needs

THE ROLE OF THE STAFF (INCLUDING SAFEGUARDING)

It is the role of the class teacher to ensure that SRE is delivered, appropriate Jigsaw materials are used, planning is annotated, and evidence can be found in their class SMSC portfolio/Topic books.

Members of staff need to be aware that sometimes disclosures may be made during SRE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

MONITORING, RECORDING & ASSESSMENT OF SRE

Specific monitoring should take place in Science whilst monitoring in PSHE should be both formal and informal. This may be the scrutinising of planning, classroom observation, sampling of work (SMSC portfolio/Topic books) and discussions with the children.

Teachers will make assessments on progress in knowledge, understanding and skills. These assessments will inform planning and future delivery. Monitoring, assessments and evaluations form part of informal year group meetings. Where necessary, this information may be communicated to parents and to the next class teacher to ensure continuity and progression.

Parents are invited to attend information evenings regarding the content the SRE programme and to view the materials used. Children are able to monitor and evaluate the SRE programme through pupil questionnaires and discussions.

CHILD PROTECTION & CONFIDENTIALITY

Keeping Children Safe in Education (DfE, 2015) states that:

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges should work

with social care, the police, health services and other services to promote the welfare of children and protect them from harm.”

Confidentiality of young people cannot and must not be guaranteed by school staff. It is the responsibility of every member of staff to know and abide by the school’s Child Protection procedures. If any member of staff has a concern about the safety of a pupil, they **must** record their concerns and pass them on to the school’s Child Protection Co-ordinator. To do nothing is **not** an option.

Pupils should know the rules regarding confidentiality and be reminded of them when appropriate.
Further guidance on confidentiality can be found in the Confidentiality policy.

MANAGING SPECIFIC SITUATIONS

If any related incident occurs then it should be made clear that the school is committed to addressing issues among young people and to this end will give the appropriate education and support, both to the pupil and parent or carer.

The school will retain the responsibility for dealing with incidents and take account of individual factors. Please see confidentiality policy for further guidance.

In cases of related incidents, the school will inform parents and/or appropriate responsible adult about the issues. However, the following points will be taken into consideration:

- Young people involved will be consulted and informed about the home-school contract.
- A guidance procedure will be provided, on accessing external support.
- Develop home-school relationship to support the young person concerned.
- If possible, it would be helpful to have the young person present when parents are being told.
- The school and the parents will work together to support the child involved.

Please see confidentiality policy for further information.

School will take into consideration any Safeguarding or Child Protection issues that may affect a situation. If any matter or incident is disclosed, it will be dealt with in accordance to the school’s Safeguarding Policy.

MONITORING & EVALUATION OF POLICY

The Head Teacher, PSHE/SRE Co-ordinator and relevant staff will monitor this policy.

REVIEW

The staff and Directors agreed this policy in March 2016. It will be reviewed again in September 2018 unless there are changes to national guidelines.

SIGNATURES

Signed..... **Head Teacher**

Date

Signed

Date.....

APPENDIX A**Jigsaw Attainment Descriptors – Relationships**

| YEAR GROUP | EMERGING | EXPECTED | EXCEEDING |
|-------------------|---|--|--|
| YEAR 1 | I can name someone who is special to me and tell you why I like them. | I can tell you why I appreciate someone who is special to me and express how I feel about them. | I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together. I can tell you how I feel about my relationship with this person. |
| YEAR 2 | I can give an example of something that causes conflict between me and my friends. I can say how we could settle this conflict using positive problem-solving techniques. | I can identify some of the things that cause conflict between me and my friends and I can demonstrate how to resolve them in a positive way. | I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise. I can demonstrate how to use positive problem-solving techniques to resolve conflicts and consider how effective it might be. |
| YEAR 3 | I can name some examples of things I use every day that have been produced by people in other parts of the world. I know I depend on other people and other people depend on me. | I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices. | I can explain how some of the actions and work of people around the world influence my life, and how the things we buy, and use affect their livelihood. I can express a sense of the responsibility we have for each other and justifying my own opinions and feelings on this. |
| YEAR 4 | I can express what I think and feel about an animal rights issue and can tell you at least one point of view that is different from me | I can explain different points of view on an animal rights issue and express my own opinion and feelings on this. | I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this. |
| YEAR 5 | I can tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you some reasons why using technology to communicate could lead to harm for myself or others. | I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. | I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe. I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures. |
| YEAR 6 | I can give an example of a situation where someone tries to ‘boss’ or control other people. I can suggest a good way of standing up to someone who behaves like that. | I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. | I can analyse and explain some of the methods people can use to try and gain power and control over others, in both obvious and hidden ways. I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem. |

APPENDIX B

Jigsaw Attainment Descriptors - Changing Me

| YEAR GROUP | EMERGING | EXPECTED | EXCEEDING |
|------------------------|--|---|---|
| YEAR 1 / YEAR 2 | <p>I know that boys and girls are different. I know that some parts of my body are private. I respect my body.</p> <p><i>The above statements should be covered when it is meaningful and relevant for the cohort rather than as a series of lessons. Year 1 and 2 will complete the 'Not Just Me' Puzzle when the rest of the school complete the 'Changing Me' Puzzle.</i></p> | | |
| YEAR 3 | I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private. | I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. | I can talk about various ways that boys and girls are different, both physically and in personality and behaviour. I can talk about the physical differences with respect and understand how to protect my own and others' privacy. |
| YEAR 4 | I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies. I can tell you something I like and something that worries me about the idea of growing up. | I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings. | I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up. I can express how I feel about these changes happening to me and can weigh up the positives and the negatives. I understand how to manage these feelings. |
| YEAR 5 | I can identify some changes that happen to girls' and boys' bodies during puberty. I know my body will change during puberty and I can tell you how I feel about this. | I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. | I can give a detailed account of the changes that occur on girls' and boys' bodies during puberty. I understand the emotional changes that may take place at the same time. I can consider how these changes will affect me and prepare myself for the feelings that I may experience. |
| YEAR 6 | I can identify the main stages by which a baby develops through conception, pregnancy and birth and can tell you some words that describe my feelings about this. | I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I recognise how I feel when I reflect on the development and birth of a baby. | I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how the experience might feel from the point of view of a parent and express my own thoughts and feelings about it. |