

**Huby CE Primary School**  
**Sex & Relationships Education**

"Only my best will do, be kind to one another"

This Sex & Relationships Education Policy conforms to the requirement of the Education Act 1996 and the Learning & Skills Act 2000, and has been developed in line with the North Yorkshire 'Guidance on developing a Sex and Relationships Education Policy' 2013. It aims to promote the spiritual, moral, cultural, mental and physical development of pupils at Forest of Galtres Primary School within the school's supportive ethos. It will provide a foundation in the preparation for adult life including opportunities, choices, responsibilities and experiences.

The objective of SRE is life long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

The sex & relationships education (SRE) programme will reflect the school ethos, encouraging respect for the self and others, and responsibility. SRE will mainly be taught through work in PSHCE and science, including use of the SEAL (Social and Emotional Aspects of Learning) materials. Much of the work will be covered through a thematic approach, under headings such as 'All About Me' and 'Health', and will include e-safety.

Activities and discussions will provide children with accurate information about health and development issues in a manner which is easy to understand, relevant and appropriate to the age/maturity of the pupils. This will help them to clarify the attitudes and values which influence good patterns of behaviour and health choices. The context of relationships will be emphasised throughout.

### **Diversity**

Children and young people from all faiths and cultures have an entitlement to SRE. Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools need to promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

### **Objectives**

SRE involves some key learning objectives for all age groups:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect.
- Ensure pupils are equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships.
- To respect and care for their bodies.
- To be prepared physically and emotionally for puberty and adulthood.
- Explore and develop the social and personal skills needed to make informed choices.
- Increase knowledge and understanding about physical development, sexuality, emotions and sexual health. Be able to take responsibility for their sexual health and wellbeing.

## **SRE in the Curriculum**

The early aspects of SRE will be covered mainly through the requirements of Personal, Social & Emotional Development, Knowledge & Understanding of the World, and Physical Development; and through the EYFS theme of Positive Relationships. Children will be provided with experiences and support which help them develop their awareness of themselves and others, and health and bodily awareness. This may include visits from health professionals and babies.

The curriculum entitlement around SRE is set out in Appendix 1. This includes the statutory programme of study for science and the non-statutory framework for PSHE.

## **Safeguarding and Confidentiality**

SRE can be a sensitive issue. To protect privacy and engender respect for all, staff are expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside the classroom on a one-to-one basis. If the member of staff judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the DSP or Deputy DSP responsible for this should be notified.

## **Visitors to school**

Visitors to school such as the Fire Service, Police, and representatives from charities and other organisations may talk to the children to reinforce messages about personal safety, respect and responsibilities. In addition, children in Year 5 and 6 will have a visit from the school nurse to watch a programme on puberty. Boys and girls will watch the programme together but can separate afterwards for follow-up discussion and questions. We will always attempt to deal with questions in a sensitive, open, frank and matter of fact way.

## **Parents / Carers**

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

## **The Parental Right to withdraw their child from SRE lessons**

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body needs to ensure pupils are protected from teaching and materials which are

inappropriate, having regard to the age, religious and cultural background of the pupils. The governing body will continue their involvement through regular evaluation of provision and policy.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the government legislation.
- Liaise with the PSHEE co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around SRE issues.
- Act upon any concerns which may arise from pupils disclosure during SRE sessions.

### **The PSHEE Leader**

The school has a leader for PSHEE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work.
- Ensure that all staff are confident in the skills to teach and discuss SRE issues.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around SRE.
- Access appropriate training.
- Monitor and advise on SRE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE.
- Liaise with any service provision to support aspects of sexual health.
- Review / update the policy on a two year cycle or sooner if necessary.

### **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE.
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs.

The school's leader for PSHEE will be responsible for monitoring the provision of SRE and for reporting the results to the Headteacher, and via the Headteacher to the Governors' Curriculum Committee. The PSHEE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## Appendix 1

### Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework

#### Key Stage 1 – Sex and Relationships Education in the Curriculum

##### Science: Statutory Programme of study: (NC 2014)

Pupils should be taught to:

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

Find out about and describe the basic needs of animals, including humans, for survival

Describe the importance for humans of exercise, eating the right amounts of different foods, and hygiene

##### Non-statutory guidance:

Pupils...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...growing into adults can include reference to baby, toddler, child, teenager, adult

##### PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing a healthy, safer lifestyle

About the process of growing from young to old and how people's needs change

The names of the main parts of the body

Rules for, and ways of, keeping safe...and about people who can help them to stay safe

Developing good relationships and respecting the differences between people

To recognise how their behaviour affects other people

To listen to other people, and play and work cooperatively

To identify and respect the differences and similarities between people

That families and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

## **Key Stage 2 – Sex and Relationships Education in the Curriculum**

### **Science: Statutory Programme of study: (NC 2014)**

Pupils should be taught to:

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Non-statutory guidance:**

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

### **PSHE: Non-statutory Framework (NC, 1999)**

Pupils should be taught:

Developing confidence and responsibility and making the most of their abilities

To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Developing a healthy, safer lifestyle

About how the body changes as they approach puberty

To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view

To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

To recognise and challenge stereotypes

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Where individuals, families and groups can get help and support