



Fitzjohn's Primary School

# **Sex and Relationships Education Policy**

**Reviewed:** September 2023

**Next Review Date:** September 2024

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## **Sex and Relationship Education (SRE) Policy & Framework of Operation**

### **Mission statement:**

**To provide an environment where everyone can succeed.**

### **Introduction & Policy Statement:**

Producing an up to date policy on Sex and Relationship Education is the responsibility of the Governing Body.

It is the policy of the school to teach Sex and Relationship Education in accordance with the statutory requirements. Underpinning the way in which SRE is taught is the basic premise that all human beings need and have a right to love, respect and dignity regardless of race, sex, sexuality, faith, family of origin, or some other defining factor that produces 'difference'.

The purpose of a written policy is to provide:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children in learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils

### **1. Legal Obligations**

The School has a legal requirement to teach SRE in order to comply with its:

- (i) Duty to promote well being (Children Act 2004)
- (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- (iii) Duty to ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
- (iv) Duty to protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
- (v) Duty to teach statutory SRE elements in the Science National Curriculum
- (vi) Duty to comply with the school's safeguarding obligations
- (vii) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
- (viii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)
- (ix)

### **2. Other Obligations upon the school:**

The school has a legal requirement to provide:

- (i) For the right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)

- (ii) A written policy available for to all parents and pupils (Education Act 1996)
- (iii) An up to date policy that has been developed in consultation with pupils and parents (Education Act 1996)

### 3. Development of the Policy

This policy was developed by the school governors in consultation with pupils, staff, parents and carers and the wider community (school nurse and other health professionals/Camden LA, local religious/Diocesan Board and community leaders).

We organised a series of consultations

- School council gave their views on what to teach and the best ways to teach SRE
- Parent governors and staff
- Staff discussed the draft policy

We have also taken account of the

- SRE guidance (DfEE 200)
- Example SRE policy (Camden April 2014)
- Guidance on PSHEE (DfE 2013)

### 4. Links to other policies

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Equality policy and e-safety policy.

Our provision of SRE is part of our approach to support the health and well being of children and our commitment to being a maintaining healthy school, which was achieved in Spring 2014.

### 5. Definition of SRE

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different relationships and where to get help if needed
2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving and caring relationships, developing self respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships , including marriage, rights, respect for

rights and responsibilities in relationships, acceptance of difference and diversity, gender equality

## **6. Why teach SRE at primary school?**

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from inappropriate on line content and exploitation
- It is a statutory part of the science curriculum covering the biological aspects of SRE

## **7. Values promoted through SRE**

Our SRE programme promote the aims and values of our school which include

- Respect for self and others
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Reducing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promote gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Value of family life and of stable, loving and committed relationships, including marriage (both heterosexual and gay) and civil partnerships, for bringing up children

SRE will support the importance of strong and stable relationships, including marriage for heterosexual and gay couples and civil partnerships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

## **8. Aims for SRE**

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying

- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

## 9. Content and Organisation of the Programme

### *When is SRE taught?*

SRE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years eg *school to include Years where discrete SRE topics taught eg Y2, 4, 5, 6*. We ensure that the same messages about being safe on line are taught through SRE as in IT/computing.

### *What is taught in each year group?*

We have a statutory duty to teach the SRE elements of the science national curriculum, which currently cover

#### **KS1** *Pupils should be taught*

##### *Life processes*

1b that animals including humans, move, feed, grow, use their senses and reproduce

##### *Humans and other animals*

2a to recognise and compare the main external parts of the bodies of humans

2f that humans and animals can produce offspring and these grow into adults

##### *Variation and classification*

4a to recognise similarities between themselves and others and treat others with sensitivity

#### **KS2** *Pupils should be taught*

##### *Life processes*

1a that the life processes common to humans and other animals include growth, nutrition and reproduction

##### *Humans and other animals*

2f about the main stages of the human life cycle

- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Camden SRE learning objectives and suggested scheme of work

#### *Who teaches SRE?*

SRE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver SRE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in SRE we will

- plan and evaluate their contribution as part of the school's SRE teaching programme.
- provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

#### *How is SRE taught?*

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and/or some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

- The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities . Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and transexual relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships, for family life and bringing up children.

#### **10. Involving pupils**

To ensure the SRE programme meets the needs of pupils, the PSHE Coordinator involves the school council in reviewing and evaluating the programme each year.

#### **11. Confidentiality, safeguarding and child protection**

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are

sexually active, or are considering sexual activity, then this will be viewed as a child protection issue.

### **12. Assessing SRE**

Pupils' progress in learning in SRE is assessed as part of the assessment of science and PSHE and citizenship.

### **13. Monitoring and evaluating SRE**

The PSHE Coordinator monitors teachers' planning to ensure SRE is being taught. Pupils and staff are involved in evaluating the SRE teaching programme as part of the annual review of PSHE and Citizenship which also involves the school council.

### **14. Training staff to deliver SRE**

It is important that SRE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach SRE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden LA and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

### **15. Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the SRE curriculum and will try to balance parental views with our commitment to comprehensive SRE and equality

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of SRE in the school brochure
- Giving parents the content of the SRE teaching programme before the unit is being taught
- Inviting parents and carers to a class meeting to discuss the SRE programme
- Inviting parents and carers to a general meeting or workshop to discuss SRE in the school and help them talk to their children about growing up
- Providing materials for parents to use when talking about SRE with their children
- Providing information on SRE for the Parent's Notice board, and making available a paper copy of the policy for any parent and carer that would like a copy
- Consulting parents on the SRE policy when it is reviewed



- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

### **16. Disseminating the policy**

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook

A summary is included in the school prospectus and on the Parent's notice board. Copies are supplied to visitors who are involved in providing SRE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.

### **Key contacts**

PSHE and Citizenship Co-ordinator Debbie Moss

SRE Lead Debbie Moss

Governor with a lead on SRE Sarah Harper

Safeguarding Children (Child Protection) Lead: Rob Earrey

### **Appendix 1**

The content of the school's SRE curriculum is available from the school.