



Deanshanger Primary School Sex and Relationship Education Policy (SRE)

Introduction

At Deanshanger Primary School, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

Ethos and Values

Sex and relationship education (SRE) will reflect the values of PSHE and will promote the British values of respect and tolerance. SRE will be taught in the context of loving relationships and family life, giving an understanding of different family types. In addition, SRE will promote self-esteem and emotional health and well-being and help children form and maintain caring relationships, based on respect for themselves and for others, at home, school, work and in the community.

At Deanshanger Primary School, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to SRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

Definition

According to the Sex and Relationship Education Guidance (DfE 0116/2000), SRE is '*lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.*'

Aims

Contributing to the foundation of PSHE, the school's SRE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During SRE children will 'develop personal and social skills and a positive attitude to growing up'.

Objectives

The school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships. The school does not use SRE as a means of promoting any form of sexual orientation.

Throughout the school, children will be taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts,
- how to recognise and manage emotions within a range of relationships,
- how to recognise risky or negative relationships including all forms of bullying and abuse,
- how to respond to risky or negative relationships and ask for help,
- how to respect equality and diversity in relationships.

Education about relationships for **4-7 year olds** focuses on encouraging learners to:

- communicate their feelings to others, to recognise how others show feelings and how to respond,
- recognise how their behaviour affects other people,
- know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises,
- recognise what is fair and unfair, kind and unkind, what is right and wrong,
- share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class,
- listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),
- offer constructive support and feedback to others,
- identify and respect the differences and similarities between people,
- identify their special people (family, friends, carers), what makes them special and how special people should care for one another,
- judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them),
- know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable),
- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say,
- know that there are different types of teasing and bullying, that these are wrong and unacceptable,
- know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

SRE will teach 7-11 year olds to:

- recognise and respond appropriately to a wider range of feelings in others,
- recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships,
- recognise ways in which a relationship can be unhealthy and who to talk to if they need support,
- be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- know that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment,
- be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so,
- know that their actions affect themselves and others,
- judge what kind of physical contact is acceptable or unacceptable and how to respond,
- know the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret',
- listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view,
- work collaboratively towards shared goals,
- develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves,

- know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010),
- realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help),
- recognise and manage 'dares',
- recognise and challenge stereotypes.

Implementation

Sex and Relationship Education is delivered through science, RE, PSHE, citizenship, computing, English activities, and 'circle time'. A planned and co-ordinated approach to each subject can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

SRE is taught by classroom teachers and learning support assistants. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play.

Sex and relationship education in year 6 is usually delivered in single and mixed gender groups. Male and female teachers may also support each other with the teaching as required.

The minimum statutory requirement for SRE is that schools must deliver the **National Curriculum for Science** to all children within school. At Deanshanger teaching and learning includes the following -

Key Stage 1

Year Group	Science Programme of Study – Statutory Requirements. Children will be taught to:
1	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults ('Growing into adults' should include reference to baby, toddler, child, teenager, adult) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Year Group	Science Programme of Study – Statutory Requirements. Children will be taught to:
3	<ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. * <p>* Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule</p>

5 6	<p>Animals, including humans</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>Living things and their habitats</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life processes of reproduction in some plants and animals • Puberty (Part of our PSHE curriculum)
6	<p>To provide the children with the knowledge and confidence to make decisions which affect their health, wellbeing and relationships, now and in the future.</p> <p>Use the BBC programme to build upon the puberty unit and introduce sexual relations as part of a loving relationship.</p> <p>(Part of our PSHE curriculum)</p>

Dealing with difficult topics / questions

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **'Silly questions'** Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures as outlined in the school's safeguarding policy.
- **'Genuine questions'** the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Parental Consultation

The Sex and Relationship Education policy is shared on the school website and full detail are available on request. The school informs parents when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision. A year 6 parent/carer evening is planned early in the Spring term to outline the unit of work and share supporting video materials.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.' Education Act 1996 (Section 405)

Safeguarding / 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.

- The staff member will inform the Head teacher /Designated Safeguarding Lead person in line with the LEA procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.