



All Saints Academy Trust Feering Primary School

Curriculum Policy Document: Sex and Relationship Education (SRE) Policy

We have based our Sex and Relationships Policy for the schools within The All Saints Trust, on the DfE statutory guidance document (Relationships, Education and Health Education 2019) which states that from September 2020 all Primary aged children will be taught Relationships and Health Education.

Sex and Relationship Education (SRE) is an umbrella term for all the teaching and learning we offer pupils to understand their own and others' sexuality, to develop skills for relationships and informed decision making. It is about understanding the importance of stable long-term relationships for family life, stable and loving relationships, respect, love and care, sexuality and sexual health. Sex Education is part of the personal, social and health education (PSHE) curriculum in our schools.

Feering Church of England Primary School, is a health promoting school and as part of the Healthy School's Initiative, we are committed to the health and safety of everyone, working together with parents and the local community, to enable pupils to make healthy and informed choices.

Our intent is to equip all pupils with age appropriate and developmentally appropriate accurate,

unbiased knowledge about sex and relationships, to give pupils the opportunity to acquire skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own moral framework. This will take place within an emotionally safe and secure learning environment. While we use sex education to inform children about their bodies and sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims & Objectives

We teach children about:

- Learning the value of respect, love and care;
- The importance of family life;
- Developing critical thinking as part of decision making
- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of a committed, long term and loving relationship;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What to do if they ever feel worried or threatened by anything
- That violence in any situation is not acceptable

Context

While Sex Education in our school means that we give children information about sexual development and behavior, we do this with an awareness of our moral code and values that underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of stable long-term relationships and family life;
- Sex education is part of a wider, social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies and that their bodies are their own;
- It is important to build positive relationships with others, involving trust and respect.
- Children learn the importance of self-control.

The National Healthy School Standard

As participants in the NHSS scheme which promotes health education we:

Consult with parents on all matters of health education policy;

Provide INSET opportunities to support teachers in the delivery of sex education.

Listen to the views of the children on our school regarding sex education;

Look positively at any local initiatives that support us in providing the best sex education teaching program that we can devise.

Organisation

Children will be taught Relationships Education by their class teacher as part of the timetabled PSHE programme. We do not use external visitors as a substitute for SRE lessons. Our teaching focus is central to the fundamental building blocks and characteristics of positive relationships, family relationships, relationships with other children and with adults. Firstly, children are taught about what a relationship is, what friendship is, what family means and who in their families support them. Starting in early education, children are taught how to take turns (treating each other with kindness, respect and consideration), the importance of honesty, truthfulness, permission seeking and giving and the concept of personal privacy through respect. Respect for other's will always be taught in an age appropriate manner, for example in understanding one's own and other's boundaries in play, in negotiations, personal space and belongings. From the beginning, teachers will talk explicitly about the features of healthy relationships, family relationships and other relationships which they are likely to encounter.

SRE is embedded throughout both key stages. When the children arrive at Feering Primary School they should have already learnt about how to keep bodies clean and healthy and body part names. They will have also begun to talk about feelings within relationships and friendships.

In Science lessons, children are taught about the life cycle of a human. For this aspect of teaching we refer to the guidance in the National scheme of work. They are taught the life processes.

In upper KS2, as a for-runner to secondary school, older children are taught about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other contact.

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex education through other subject areas (for example Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Curriculum Content

In Key Stage 1, the focus will be on children being able to understand:

- The importance of Self esteem
- Identifying what makes their special people special and how these people care for one another
- Recognize the main stages of the human life cycle
- Talk about the process of growing and changing and new opportunities and responsibilities that increasing independence may bring.
- Name the parts of the body (including external genitalia)
- Describe the similarities and differences between girls and boys and challenge simple stereotypes

In Key Stage 2 the focus will be on children being able to understand:

- The importance of Self esteem

- Recognize what constitutes a positive, healthy relationship.
- Describe how friends show they care and value each other.
- Describe feelings when disagreements occur.
- Identify what can help and what cannot help when there are friendship problems.
- Talk about and be aware of the different types of relationships (including those between friends and families, civil partnerships and marriage).
- Identify the physical changes that happen to their body during puberty (using scientific vocabulary) including the importance of personal hygiene.
- Understand how and why emotions may change and where to get help.
- Explain how their body and emotions will change as they approach and move through puberty and the importance of personal hygiene at this time.
- Understand more about the changes that happen at puberty.
- Understand about human reproduction including conception (and that this can be prevented).
- Identify different kinds of loving relationships.
- Recognize that relationships may change or end and how to manage this.

The role of the parents and carers

The school is well aware that the primary role in children's PSHE and SRE education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- inform parents and carers about the school's sex education policy and practice;
- answer any questions that parents and carers may have about the sex education of their child;
- take seriously any issue that parents and carers raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Monitoring and Review

The Governing Body monitors our sex and relationships policy as part of their schedule of policy review. The Governing Body gives serious consideration to any comments from parents about the sex education program, and makes a record of all such comments. Governors require the Leadership team to keep a record of the outline plans, giving details of the content and delivery of the sex education program that we teach in our school. Teachers use the PSHE Association Scheme of Work to monitor

what they are covering. The PSHE subject leader will comply with the Monitoring and Evaluation Policy timetable and requirements to ensure quality training and development in SRE.

Child Protection Procedures

The Head Teacher is the appointed member of staff who is responsible for Child Protection Procedures, with the Deputy Head Teacher as a Deputy Safeguarding Lead. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns. As part of PSHE/SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult. The designated person will then deal with the matter in consultation with health care professionals.

Statutory Policy

Reviewed for meeting Date

Adopted..... Date

Signed..... Chair of Trustees