

**HERNE JUNIOR SCHOOL**  
Sex and Relationships Education Policy



**Sex and Relationships Education**

"is lifelong learning about physical, moral and emotional development. It is about understanding 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."

[Sex and Relationships Education Guidance ref: DfEE 0116/2000]

**Policy Formation and Consultation Process - Spring 2015**

This policy covers the school's approach to the teaching and learning of Sex and Relationships Education within our school. It was produced by the Personal Development (PDL) leader. Following discussions with the head teacher, the curriculum leader and PDL leader in Spring 2015 a draft SRE policy was drawn up. The draft policy was then disseminated for discussion amongst the staff. Any changes were addressed. Leadership Team then submitted the final draft to the Governing Body for consideration and then final approval was recommended to be done by the headteacher and led to its consequent adoption. (Staff Update June 5<sup>th</sup> 2015). This policy has now been reviewed and sent to all staff and governors (Staff Update April 28<sup>th</sup> 2017).

**Parental Involvement**

Parents will be able to access the SRE policy via a link on our school website which they will be notified about in the school's Herne flyer. There will also be a physical copy available in the school's policy folder and in the PDL folder. This can be photocopied and sent home to parents on request. Any comments or feedback from parents are welcomed by the school and will be thoughtfully considered. However, the school's governing body ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum.

**AIMS:**

This policy covers our school's approach to the teaching and learning of Sex and Relationship Education (SRE). Our school's overarching aims for our pupils are to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives. They should be able to make wise and informed choices; become active and informed citizens and to ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

As a school we recognise that we live in a diverse society and we aim to deliver a curriculum which is sensitive to the different needs of individual pupils. It is essential that our curriculum is sensitive to the wide variety of cultures and faiths presented within our school and community (including the wider UK and world communities) whilst still providing all children with access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information. We recognise that our curriculum may need to evolve and adapt over time.

### **RATIONALE:**

We define 'Sex and Relationships Education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We consider that it includes:

- Learning about physical and emotional changes that they will experience within various relationships.
- Understanding how their bodies will change physically as they go through puberty and into adolescence.
- Deepening their understanding of emotions and feelings and how these may vary in intensity as they face new experiences and go through puberty.
- Understanding human reproduction (how a baby is made).
- Understanding how a baby is born.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- 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).
- The importance of building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- To be aware of different types of relationship, including those between friends and families, civil partnerships, marriage and same sex relationships.

- To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
- Learning about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

We believe our children's welfare, safety and self-esteem is paramount if we want our children to grow, learn, develop positive, healthy behaviour for life, feel prepared for their future and therefore leave us as informed citizens. We believe that our children are entitled to an education that enables them to live safe, fulfilled and healthy lives. That is why we believe it is important to address this area of the curriculum.

We are required to teach SRE as part of the statutory science curriculum and as part of our PDL (PSHE and Citizenship) curriculum. In the 2013 review of the National Curriculum, the government has also made it clear that all state schools *'should make provision for personal, social, health and economic education (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).

At Herne, we think it is important to address SRE in this age group in order to prepare pupils for the changes they will experience or may have experienced with regard to puberty and emotional changes. Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

*"Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report. 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. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations."*

***Sex and Relationships Education for the 21<sup>st</sup> Century - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)***

## **OBJECTIVES:**

To ensure information will be delivered in a sensitive, accepting, impartial and honest way, which enables young people to contribute.

To ensure information is deemed age-appropriate.

To keep Parents fully informed of policy and practice.

SRE will focus on:

- Attitudes and Values.
- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Personal and Social Skills.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others and people who live different lives to their own.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.
- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

## **Method and Delivery**

At Herne we teach through a thematic approach and much of the PDL (PSHE, Citizenship, SMSC and Healthy Eating); and Science curriculum are deeply embedded in our SRE education and curriculum.

### **1. Pedagogy**

Children will be taught using a variety of stimulus and resources:

- DVD /Internet resources (appropriate streamed video)
- Case studies with invented characters
- Role play
- Matching games
- Picture cards
- 3D models
- Labelling activities

- Extracts from books
- Class and group discussions - including circle time
- Reflection activities

When appropriate boys and girls may be split into separate groups so that they can learn in an environment where they feel more comfortable, safe and free to access the learning without embarrassment. The teachers leading SRE sessions will have experience teaching this topic and be confident in delivering the curriculum in a professional and sensitive way.

## 2. Dealing with Questions

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules is important in ensuring that students do not ask inappropriate questions. If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service. They may also be advised to talk to their parents. If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher, or both, together research the question later. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

To maintain trust and respect the teacher must remember to talk with the pupil later and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures. They should not lead with any questioning. When appropriate to the lesson, pupils may have the opportunity to post a question in an anonymous box and these will then be answered if deemed age-appropriate and relative to our curriculum.

## 3. Curriculum Content

We consolidate the children's' learning from Key Stage 1, where the focus was on being able to understand the importance of:

- Self esteem
- The concept of growth and change

- Showing respect
- Relationships - family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices - saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2 we focus on children being able to understand the importance of:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices
- Resisting unwanted peer pressure
- The influence of the media, including the Internet
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

*This is not an exhaustive list and has been informed by the PSHE Association's PSHE Education Programme of Study KS1 and KS2.*

#### 4. Intended Outcomes

The learning outcomes of our programme will be that pupils will:

- Deepen their understanding of good and not so good feelings.
- Extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- Understand how their body will, and their emotions may, change as they approach and move through puberty.

- Know and understand about human reproduction and about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request to recognise and respond appropriately to a wider range of feelings in others. (This links to the raising of staff awareness of 'Sexting' as part of Herne's child protection and safeguarding procedures.
- 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 whom to talk to if they need support.
- Recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- Know that civil partnerships and marriage are examples of 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.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Understand the concept of 'keeping something confidential or secret' and when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- About the difference between, and the terms associated with, sex, gender identity and sexual orientation.
- Be able to say and use the correct scientific terminology for external and internal body parts relating to the reproductive system.
- Be able to ask for help and know who to go to for help or advice.

### **Organisation**

The PDL leader is responsible for co-ordinating the policy and curriculum content. SRE will be taught by the class teacher to class groups, with provision for single-sex groups as appropriate, and will be delivered as a rolling programme. There is a cohesive, spiral curriculum running from Year 3 to Year 6. The school nurse will be invited to support the delivery of the SRE curriculum at appropriate times. Other agencies/visiting speakers may be invited to input into the programme but are strictly vetted under our service level agreements and child protection protocols. All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality

issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

### **Confidentiality**

Confidentiality is an important consideration for these PDL/SRE lessons. As sensitive topics arise, pupils may feel comfortable to disclose information that is of a personal nature. Children should be aware that what is discussed in an SRE lesson should not be discussed with other children outside of the lesson as this may not be appropriate for their age groups. However it is also important that as an adult delivering an SRE session you are not able to promise confidentiality to any of the children that you teach. If a child discloses something that is believed to be of concern the adult must inform the DSL (Designated Safeguarding Leader) and refer to the school's child protection documentation - see the Concerns Logs in each classroom for the correct procedure. There are currently 4 DSLs in the school.

In lessons children will be given the opportunity to ask questions. If they do not wish to ask questions in front of their peers then children will be provided with a question box so as to allow them to ask questions that concern them anonymously.

### **Ground Rules**

Each year group will be given a set of ground rules which will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. These are to be used when delivering an SRE lesson or at the teacher's discretion. Children can generate the ground rules for the session, looking at which ones are available and selecting the ones that they deem to be appropriate for the lesson.

They may include things such as:

Kind words only

Privacy

Listen when others are speaking

Confidentiality

Sometimes it may be appropriate to create new ground rules depending on the topic.

Here is an example of ground rules created for an SRE lesson:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.



## **Marriage and Relationships**

Children will learn about the value of marriage and family life. Same sex relationships will be discussed in relation to families, love and with reference to the 2014 legislation allowing same sex marriage. Teachers should maintain neutrality and personal opinions should only be expressed when in an appropriate context and should be done so in a reasonable manner. When teaching about this matter, staff and children's family backgrounds and cultural beliefs should be taken into consideration. It is unlawful to discriminate against a teacher on the basis of sexual orientation or on the basis of belief for or against same-sex marriage.

## **Right to Withdraw**

Parents have the right to withdraw their children from any SRE that falls outside of the statutory Science curriculum (Education Act, 1996- they cannot withdraw from human reproduction as this is in the National Curriculum Science syllabus).

Any parents expressing concerns will be invited into the school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right, the school will make provision such as placing the child with another class, for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE. The school will also offer materials to enable them to undertake this learning at home.

## **MONITORING:**

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures include:

- Lesson observations by the Leadership team including the subject leader or by pre-arranged observation by the subject link governor.
- The appropriate person (head, teacher, governor) reporting back to the Curriculum sub-committee once a year.
- An annual evening for parents to discuss the taught programme with the PDL leader and another supporting teacher (Senior Leadership Team or another member of the team who teaches SRE).

- Evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery.
- Evaluation of the programme linked to individual teacher feedback.

Both of the final two should include at least one example annually of written evidence, although on-going monitoring may take other forms.

The policy will be reviewed, after consideration of all of the above, at least every two years (next review April 2019) and approved by the headteacher. This policy will then be shared with the full governing body.

### **Support and Training**

The governors acknowledge that the effective teaching of SRE, within the PDL/PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD, etc. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. Governors will also be offered an annual opportunity to be updated on any changes and developments.

Due to the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/SRE being a consideration within the annual budget.

### **LINKED POLICIES:**

The SRE policy, with the Drugs Education Policy, forms part of the PDL (formerly known as PSHE) policy.

See also

Child Protection                      Equal Opportunities

Confidentiality                      Health and Safety

Behaviour

### **The Policy references:**

Education Act [1996]

DfEE Guidance for Schools [0116/2000]

Ofsted 'Sex and Relationships' [2002]

Children Act [2004]

FPA Putting Sexual Health on the Agenda [2006]

National Curriculum in England, DfE, [2013]

Guidance - PSHE education, DfE, [2013]

Not Yet Good Enough, Ofsted [2013]

Sex and relationships education (SRE) for the 21st century [Brook 2014]

PSHE Association PSHE Education Programme of Study [2017]

*Reviewed by Subject Leaders: Livvy Johnson and Bee Hanney 9<sup>th</sup> March 2017*

*Circulated to Governors & Staff for feedback: Staff Update 28<sup>th</sup> April 2017*

*This feedback will be reviewed by the headteacher and where appropriate the policy will be amended.*

*Approved by Headteacher on behalf of the Full Governing body: 3<sup>rd</sup> April 2017*

*Review date: Summer 2019*