

# Giffards Primary School

## Sex & Relationships Education (SRE) Policy

**Agreed by Governors**

February 2018

**Review Date:**

March 2020

Signed by Chair of Governors \_\_\_\_\_

## Sex and Relationships 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)*

### Introduction

This policy covers our school’s approach to delivering a purposeful Sex and Relationships education (SRE).

This policy was drafted in the light of the Government’s commitment to making relationships education statutory in all primary schools from 2019. They also are proposing to make PSHE education statutory in its entirety, pending consultation.

It provides information on how we deliver Sex and Relationship Education (SRE) as part of the Personal, Social, Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics and links with the Personal, Social and Health Education and Citizenship policy.

Whilst at Giffards we are aware that parents have the right to withdraw their children from all or part of the sex and relationship education curriculum provided at school (except for those parts included in the statutory National Curriculum) we would encourage any parent wishing to withdraw their child to discuss the situation with either the Head teacher or PSHE coordinator.

This policy is available to all staff, governors and parents on request. A copy of the policy is located in the school office and on the school’s website.

### Aims and Objectives

The school believes that the essential aim of sex and relationship education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasizing the benefits of a healthy lifestyle. We believe that sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. We also believe that sex and relationship education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Issues raised by children will be dealt with honestly, taking into account the maturity of the child.

We have prioritised the following objectives:

- To promote pupils’ self-esteem and confidence, especially in their relationships with others
- To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships
- To ensure that all children can protect themselves and ask for help and support
- To give pupils opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people’s decisions, rights and bodies
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate and resist unwanted pressure

- To give pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To be responsive to differing needs and backgrounds
- To prepare young people for transitions and later life
- To fulfill statutory requirements and meet local targets

### Rationale – What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of a stable and loving relationship including love, respect and care for family life. It is also about the teaching of human growth, difference and reproduction, emotions and relationships. It is not about the promotion of sexual orientation or sexual activity.

We believe it is important to address this area of the curriculum because it provides children with the chance to live safe, fulfilled and happy lives.

### Sex and Relationships Education in the Curriculum

SRE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time – e.g. as part of the planned PSHE curriculum using our own scheme, based on Objectives set out by the PSHE Association and Channel 4 “All About Us- Living and Growing” DVD and resource books-Units 1, 2 and 3.
- Basic curriculum time – e.g. through other curriculum areas such as science
- Through activities, school events and ethos – e.g. pupils listening to and supporting each other, taking responsibility, challenging stereotypes, developing relationships etc.

In years 5 and 6 the children have discreet lessons about puberty and growing up and watch an appropriate video (agreed by the Governors). Prior to these lessons, parents are invited into school for a meeting where the content of the lessons is explained, there is also an opportunity for parents to view the video. This takes place in the summer term.

In addition there is a session specifically for yr 5 and 6 girls to deal more directly and sensitively with menstruation and associated hygiene arrangements as well as answering sensitively any specific questions which may arise.

Parents will be informed of the content of the SRE Curriculum Framework for SRE by the class teacher. A letter will be sent out during the term that the SRE will take place. Opportunity for parents to see and discuss the content of the lessons will be given and parents have the right to withdraw their child if they consider this appropriate.

### Foundation Stage

The elements of SRE will be covered through learning and development within Personal and Social Education

These are:

- a) Social Development
- b) Emotional Development
- c) Knowledge and Understanding of the World

These form a solid basis for later work in SRE.

## Key Stage 1

| Learning Objectives  | Learning Outcomes for children.   |
|--|---|
| To learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  | I understand what it means to be healthy.   |
| the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls  | I can name and correctly label the main external parts of the body.   |
| to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.   | I can say something positive about myself.  |
| Know- about growing and changing and new opportunities and responsibilities that increasing independence may bring   | I can tell you how I might change in the future.<br>I know that some changes are natural and happen 'by themselves'   |
| Know about the process of growing from young to old and how people's needs change  | I know that human have babies that grow into children and then into adults<br>I can tell you what I can do now that I couldn't do when I was a baby   |
| -to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.<br>-to know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises<br>-to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to unsafe touch(including who to tell and how to tell them) | I understand the difference between right and wrong.<br>I can recognise that there are different kinds of secrets.<br>I know about parts of my body which are private and should not be touched without my permission.<br>I can identify people who can keep me safe and how to ask for help from them.   |
| to identify their special people (family, friends, carers), what makes them special and how special people should care for one another   | I can tell you what being a good friend means to me<br>I know the people who are important to me.<br>I can identify special people in my life;<br>I can demonstrate some of the skills needed to make and maintain friendships;<br>I can describe why certain people are special to me, I can describe my own family circumstances and I can describe different ways that families can show they care for each other. |
| to identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)   | I can tell you how I am the same as and different from my friends.<br>I can describe a number of different family situations;<br>I can identify some similarities and differences between people from different cultures. I understand that differences can enrich our lives<br><br>I know that people can love people who are the same gender, or a different gender to themselves                                   |
| -that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)<br>- that there are different types of teasing and bullying, that these are wrong and unacceptable   | I can tell you what bullying is<br>I can tell you how someone who is bullied feels  |
| -how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help  | I can be kind to children who are bullied.<br>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.<br>I know what to do if I am bullied   |

Lower Key Stage 2

| Learning Objectives   | Learning Outcomes for children.   |
|---|---|
| <p>-to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>-to understand 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’</p>   | <p>I can talk about ways of keeping myself safe</p> <p>I know that no one has the right to hurt us, not even our mums and dads</p> <p>I know about parts of my body which are private and should not be touched without my permission.</p>  |
| <p>To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.</p>  | <p>I am aware of different types of relationships, including marriage.</p> <p>I know that there are different types of family.</p>  |
| <p>-to know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>- Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes.</p> <p>-to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help</p> | <p>I can discuss gender stereotypes.</p> <p>I can question and challenge assumptions based on stereotyping. I know that all people should be treated equally, irrespective of gender, race, sexuality, ability etc</p> <p>I know that it is wrong to tease someone because they are different and I can support others when someone is being unkind to them.</p>  |
| <p>-to know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>   | <p>I understand the purpose of advertisements.</p> <p>I can discuss and challenge gender stereotypes in advertising and the media</p>   |
| <p>-to know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>   | <p>I know how most people feel when they lose something or someone they love</p> <p>I understand that we can remember people even if we no longer see them.</p> <p>I can tell you about some of the things I would like to happen in the future.</p> <p>I can sort the symbolic changes and actual changes which happen in people’s lives.</p> <p>I can describe the changes having a new baby in the family can bring.</p> |
| <p>To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.</p> <p>- to recognise what constitutes a positive, healthy relationship</p>  | <p>I can tell you how I feel about the important people or animals in my life.</p> <p>I can tell you about someone I no longer see.</p> <p>I know that sometimes people try to resolve problems with violence and that this is illegal</p>  |

## Upper Key Stage 2

| Learning Objectives   | Learning Outcomes for children.  |
|---|--|
| <p>-to know how their body will change as they approach and move through puberty<br/>                     -to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them<br/>                     -to know that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>  | <p>I understand that my body may change at a different rate to those of my friends &amp; I know that I am likely to experience mood swings during puberty.<br/>                     I understand what periods are.<br/>                     I know what I need to do to keep clean.<br/>                     I can explain the changes that will take place in girls and boys bodies during puberty. .<br/>                     I am learning how to manage changes and puberty and support others to do the same.<br/>                     I feel positive about my own body</p>                      |
| <p>-to develop the skills to develop and maintain positive and healthy relationships<br/>                     -to be aware of different types of relationship, including those between friends and families civil partnerships and marriage<br/>                     - to know that their actions affect themselves and others</p>  | <p>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.<br/>                     I can describe what is meant by a range of terms relating to friendships and relationships &amp; I can describe what I need to do to maintain a friendship.</p>  |
| <p>-to judge what kind of physical contact is acceptable or unacceptable and how to respond<br/>                     -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'</p>  | <p>I know that sometimes secrets in relationships can be unsafe</p>  |
| <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>   | <p>I understand that everyone is different but should have equal opportunities</p>   |
| <p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help<br/>                     - to develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, homophobia and transphobia.</p> | <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one.<br/>                     I can try to challenge stereotypes.<br/>                     I can recognise when I am using a put-down.<br/>                     I can recognise what it feels like to feel different.<br/>                     I can explore and recognise stereotyping and prejudice<br/>                     I can recognise stereotyping.<br/>                     I know that name-calling is wrong and that it can be hurtful.</p> |
| <p>-to know what positively and negatively affects their physical, mental and emotional health (including the media)<br/>                     -to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>   | <p>I understand how the media may try to influence my decisions and choices<br/>                     I can identify ways in which the media can stereotype<br/>                     I can explore how the media portray relationships.</p>   |
| <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>  | <p>I know what masturbation is, that it should be done in private and that there are different views of this<br/>                     I know what physical contact is unwanted and I know ways of resisting it</p>   |
| <p>to 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<br/>                     To know about people who are responsible for helping them stay healthy and safe and ways that they can get help from these people.</p>   | <p>I am able to give definitions of words related to puberty and sex and relationships.<br/>                     I know who to ask if there are things I do not understand</p>   |
| <p>to recognize and respond appropriately to a wider range of feelings in others<br/>                     to recognise what constitutes a positive, healthy relationship<br/>                     - to develop the skills to develop and maintain positive and healthy relationships</p>  | <p>I can understand when breaking friends might be the best thing to do<br/>                     I can explore what is meant by love, attraction and sexual relationships.<br/>                     I know what makes a good parent or carer.<br/>                     I am able to describe some of the reasons why people choose to get married.<br/>                     I know that family relationships can change.</p>   |

## Resources

Resources which support this area of the curriculum will be up to date, relevant to the pupils and presented in ways that are consistent with the fundamental aims of PSHE.

Overall responsibility for SRE resources is held by the coordinator. Resources will be stored in the resources room in the year 6 building.

## Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Any questions arising from SRE are answered according to the age and maturity of the pupil(s) concerned.

We believe that SRE should meet the needs of *all* pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting. No one (teacher or pupil) will have to answer a personal question. If a teacher does not know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both together should research the question later.

If a question is too explicit, feels too advanced for the pupil, is inappropriate for the whole class or is intended to embarrass, 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.

It is important to follow the school policy on never being alone with children and therefore an additional adult will be needed in the room or nearby during such occasions.

## Personal disclosures and Child protection

If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the child protection procedures. There may be rare occasions when a primary age pupil who is sexually active or contemplating sexual activity directly approaches a member of staff. This should be viewed as a child protection issue and reported to the designated member of staff (head teacher).

## SRE and the Law/ Parental Rights

Parents have the right to withdraw their children from all or part of the Sex and relationships education provided at school except for those parts included in the Statutory National Curriculum

## Monitoring and Evaluating SRE

The PSHE and Science co-ordinators will monitor adherence to the planned Schemes of work to insure they are being effectively implemented and that the intended learning is taking place.

## Policy Review

This policy will be reviewed regularly by staff and governors and take into consideration the views of parents, pupils and staff.