



Seamer and Irton CP School

Policy name	Sex and Relationships Education (SRE)
Frequency of review	Annual
Reviewed on	6.5.21
Reviewed by	Governing Board
Next review	May 2022

Introduction

Our Definition: Relationships Education

As part of a high-quality Personal, Social, Health Education (PSHE) scheme, we have always aimed to deliver accurate, relevant, and age-appropriate information about Relationships.

The term 'relationships' covers all relationships we, as humans, have with others – family members, friends, the relationships children have in school with their peers and members of staff. In a broad sense, Relationships Education encompasses all interactions we have with others.

Our Definition: Sex Education

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle which is covered through the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

Starting learning in primary school is the best way of preventing the topic of sex, reproduction, and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled, and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Our work in SRE is set in the wider context of our school values and ethos:

- We provide all pupils with every opportunity to achieve their full potential.
- We ensure a supportive, safe, friendly environment in which everyone is valued and respected.
- We expect the highest standards of work and behaviour.
- We offer every pupil full and equal access to all areas of the curriculum.
- We provide a broad and balanced curriculum for all our pupils, which values and celebrates their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider world.
- We value all adults' and pupils' contributions to the school's progress and celebrate success and achievement in all areas of life.
- We prepare each pupil for life beyond school, in a modern, global society.

This SRE Policy will be made available to staff and parents on the school website.

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

Content and Organisation

PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered

and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

Any PSHCE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

We ensure that the same messages about being safe online are taught through SRE as in Computing.

The content is based on the SRE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum. See Appendix 1 and 2.

Resources

The school uses the **Busy Bodies Adolescent Development Programme** which provides information on the physical and emotional changes that children may experience during puberty, to reassure them that puberty is a normal part of growing up.

The programme includes an animated child friendly video which may be accessed by parents online.

https://www.healthpromotion.ie/health/inner/busy_bodies

The input is phased across years 5 and 6 in the following way:

Y5

Children see the following sections:

1. Introduction
2. What happens during puberty?
3. How boys' bodies grow and develop during puberty.
4. How girls' bodies grow and develop, including menstruation.

Y6

Children will revisit the Y5 content and then see the following sections:

1. How babies are made.
2. Enjoying growing up.

These are viewed during PHSE and science sessions with the class teacher. All children will also be taught how to recognise and report abuse.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age-appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class ground rules.

Safeguarding

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

These procedures should be read in conjunction with Child Protection Policy.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The governing body monitors our SRE policy on an annual basis and considers any amendments in light of the annual review findings.

Appendix 1: What is taught in each year group?

Extracts from the National Curriculum for Science

Key Stage 1	
NC Science – statutory from September 2014	Notes and Guidance (non-statutory)
Key Stage 1 Pupils should be taught to:	Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1
Year 1 PoS Animals, including humans <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. 	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2 PoS Animals, including humans <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	Pupils...should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Key Stage 2	
Lower Key Stage 2 - Years 3 & 4 Pupils should be taught to:	
Year 4 PoS Living things and their habitats <ul style="list-style-type: none"> explore and use classification keys to help group, identify and name a variety of living things 	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
Upper Key Stage 2 - Years 5 & 6 Pupils should be taught to:	
Year 5 PoS Living things and their habitats <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 process of reproduction in some plants and animals 	Pupils]... should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
Animals including humans	Pupils should draw a timeline to indicate stages in the growth and development of

<ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
<p>Year 6 PoS Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms <p>Animals including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.</p>

Appendix 2: PSHE Framework and RSE Progression

KS1

Health and Wellbeing – Ourselves, growing and changing

I know the names for the main body parts (including external genitalia: e.g. vagina, penis, testicles) and why it is important to keep them private and the similarities/differences between boys and girls.

I know that individuals have rights over their own bodies, and that there are differences between good and bad touching.

I know who I can go to if I am worried about anything

I know about the changes that have happened to my body since birth

I know about the process of growing from young to old and how people's needs change.

I understand the importance of valuing of one's own body and recognising its uniqueness.

Health and Wellbeing – Keeping Safe

I can name an adult in school who can help me, and I know there are people and services who can help us.

I know that people you don't know are strangers and this applies online as well as well as offline.

I know that when people I do not know ask me for private information I don't share it online or in person.

I understand that some websites, games and social media sites may not be age appropriate and I know what to do if I find something inappropriate online.

I use simple skills which will help to maintain my personal safety.

I understand that all drugs can be harmful if not used properly.

I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly.

I can recognise and say what is right and wrong.

Relationships

I know that there are different types of relationships – family, friends and others (this includes same sex families).

I know that family and friends should care for each other.

I can name an adult I can go to if I am worried about anything.

I know the difference between right and wrong, fair and unfair and kind and unkind.

I can identify people who are special to me, what makes them special and how we should care for each other.

I can recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

I know about how to respond if physical contact makes them feel uncomfortable or unsafe.

I know there are situations when they should ask for permission and also when their permission should be sought.

I understand that pressure to behave in an unsafe way can come from a range of people, including people I know.

I know how to ask for help when I need it and can name a range of people who can help me,

I know the difference between secrets and surprises and understand not to keep adults secrets I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online when using websites, playing games, using email/ text/ video chat.

LKS2 (Y3 & Y4)

Health and Wellbeing

I can identify and explain how to manage risks in different familiar situations.
I know how to ask for help and about the people who are responsible for keeping me healthy and safe.
I can make judgements and decisions and use basic techniques for resisting negative peer pressure.
I can explain how my behaviour may have consequences for myself and others.
I can demonstrate basic safety procedures when using medicines, crossing roads, riding a bike etc.
I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need.
I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online when using websites, playing games, using email/ text/ video chat.
I know the difference between risk, danger and hazard.
I can describe what risk means to me.
I can take responsibility for my own behaviour and safety and realise that actions have consequences.
I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety).
I have some strategies to cope with peer influence and peer pressure.
I know that not everything on the internet is true and know what to do if I access something inappropriate.
I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones.
I understand the need to keep some information private in order to protect myself when communicating online and I implement strategies to do this.
I recognise how online communications may be used for manipulation or persuasion and I have ways of managing this.

Relationships

I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships).
I understand that relationships may change over time.
I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.
I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult.
I know how other families are similar or different to mine (this includes same sex).
I understand that it is OK to be different to others.
I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring.
I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies).
I can empathise with other people and situations through topical issues, problems and local and global events.
I can listen to and show respect for the views of others.
I know the importance of valuing myself.
I can recognise and challenge stereotypes.
I know about change and loss including separation, divorce and bereavement and the associated feelings.

I feel good about myself and my body and having an understanding of how the media presents 'the perfect body'.

I understand that my body and emotions will change as I grow older.

I can recognise what love is.

I know that there are different kinds of families and partnerships (includes same sex).

I can demonstrate the features of good healthy friendship.

I know the importance of taking care of my own body, whilst respecting cultural differences.

I can recognise my worth as an individual and the worth of other people.

USK2 (Y5 & 6)

Relationships

I understand simple, safe routines to prevent the spread of bacteria and viruses.

I can name and explain male and female body parts, relating to Sex and Relationship Education.

I can question whether boys and girls should behave differently (this includes Trans children).

I know the ways in which boys and girls grow and develop in puberty – physically and emotionally.

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.

I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship.

I know where individuals, families and groups can get help and support.

I understand the importance of being respectful to everyone and to recognise and care about other people's feelings but if appropriate I feel able to confidentially challenge their viewpoint. I know about human reproduction including conception.

I understand the physical and emotional changes I will go through at puberty.

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.

I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex).

I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship.

I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret.

I can look after my body as I go through puberty.

I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict.

I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism on individuals and communities.

I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender, and disability).

I understand the nature, causes and consequences of hate crime.

Health and Wellbeing.

I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety and in the local environment (rail, farm, water, and fire).

I know that the pressure to behave in an unacceptable, unhealthy, or risky way can come from a variety of sources including people I know and the media.

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website.

I can use online tools safely to exchange information and collaborate with others within and beyond school.

I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend,

I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school.

I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.

I understand that the person that I think I am communicating with on-line may not be who they say they are.

I know how to present myself safely online e.g. social media sites, online gaming.

I understand the risks of sending images of myself online and how to respond if someone asks me to send an image of my naked body.

I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help.

I recognise the responsibility I have due to increased independence and can keep myself and others safe.

I can respond to challenges including recognising, managing, and assessing risks in different situations and can manage them responsibly.

I know that the pressure to behave in an unacceptable, unhealthy, or risky way can come from a variety of sources including people I know and the media.

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school.

I can exchange and share ideas with a wider audience and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online.

I understand that the person that I think I am communicating with on-line may not be who they say they are and may ask me to do inappropriate activities.

I understand the need to use respectful language and know the legal consequences for sending offensive online –communications.

I understand how the media (advertising and internet) may influence my opinions and choices.

I am aware of the consequences of sending naked images of myself online and I am able to resist any pressure to do this.