



Mill Hill Community Primary School Policy for Sex and Relationships Education (SRE) Sex and Relationship Education Policy Statement

Agreed September 2020 to be reviewed September 2021

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. The sex education programme is to be taught as part of the school's Personal Social and Health Education programme (PSHE). The sex education programme includes parts of the Statutory National Curriculum 2014 Science syllabus. The scheme of work is progressive from Reception Class through to Year 6.

The support materials to be used include DVDs, CDs, books, pamphlets, and schemes that are agreed and shared with parents, teachers and Governors. The teachers will then decide which items, from this material to use with a particular group of children. Parents of Y5/Y6 children will be notified in advance of their sex education lessons. Each year parents of children in these classes are able to view the materials before the lessons take place. The teaching is done by the class teachers (sometimes with the support of teaching assistants) and our PSHCE specialist HLTA.

Sex & Relationship Education Scheme of Work

Throughout this scheme of work, these attitudes will run:

- Value oneself as an individual.
- Develop and show respect for self and others.
- Develop and use rules for co-operative working and living.
- Appreciate ways in which people learn to live and work together.
- Learn about making and sustaining friendships.
- Learn to appreciate the right of others to hold and express different views.
- Feel confident about talking about human feelings and emotions.
- Develop an understanding that different people have different lifestyles.
- Develop, describe and apply simple practices to help keep themselves safe.
- Throughout the teaching of Health Education runs the understanding of a progressive planned curriculum. The Sex & Relationship learning opportunities are approached in a whole school way. Prior knowledge is built upon year on year Reception to Year 6.

Reference to legislation and schools responsibilities

The policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000 <https://www.gov.uk/government/publications/sex-and-relationship-education> and NYCC guidance.

Section 1 of the Education reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which, promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Aims

The aim of this policy is to clarify the content and the manner in which Sex and Relationship Education is delivered in this school. The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We aim to provide a framework for effective Sex and Relationship Education within the school environment. Our Sex and Relationship programme reflects the aims and values of our school.

Values

- An awareness, understanding and respect for self, including self-confidence and self esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Learning the value of respect, love, care and relationships that are healthy, equal and safe

Objectives

Through:

- a) providing good role-models between all stakeholders in the school
- b) exploring the relevant issues involved in Relationship and Sex Education
- c) encouraging pupils to discuss in an open, caring environment

We aim to develop in all our children:

- a sensitive, responsible attitude to themselves and their relationships with others
- knowledge about loving relationships, life cycles and the process of human reproduction
- understanding of personal safety and how to keep safe
- the ability to recognise the physical and moral implications and risks of certain types of behaviour
- an understanding of gender difference and the specific personal and social issues which may arise pertinent to each gender
- a foundation of understanding of Relationship and Sex Education for further work in the secondary school
- an encouragement for discussion between pupils and their parents/carers after the initial discussion at school
- an understanding of on and offline safety, consent, violation and exploitation.

Roles and Responsibilities:

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body needs to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents on the website and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. The policy is reviewed on a three year cycle. The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the schools work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions
- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme
- Liaise with the named governor for SRE (Mrs Sheila Sutton)
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE

The PSHE Co-ordinator

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE.

In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included

Parents / Carers

School aims to work in active partnership with families, to value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then the Headteacher can be contacted with any queries or concerns. Parents have the right to withdraw their children from all, or part, of Sex and Relationship Education, which is not part of the National Curriculum. Parents wanting to exercise this right are invited to contact the Headteacher. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

Consultation

Teachers, governors, and were consulted through the drafting of the policy. This policy was agreed in September 2020 and will be reviewed in 2021. The policy was drafted by the Headteacher and shared and consulted with all parties to review and reach agreement. The policy is published on the school website and the materials used are available to view in school.

Links to other policies

This policy links to Mill Hill CP School's:

- Safeguarding and Child Protection Policy. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- Confidentiality Policy
- Anti-bullying Policy
- E-safety policy / ICT Policy ☒ Inclusion Policy
- Teaching and Learning Policy
- Assessment Policy ☒ Science Policy
- Equalities Duty Policy

About SRE

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline. Sex and relationships education helps children to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Effective sex and relationship education enables young people to make responsible and well informed decisions about their lives. It should be firmly rooted within the framework for PSHE and Curriculum 2014. The content of sex and relationship education should place the needs of children and young people firmly at its centre. The Children's Act of 1989 required children's views to be taken into account in the light of their age and understanding. School based Sex and Relationship Education should meet the needs of boys as well as girls, young people from minority ethnic groups and young people with physical disabilities or special educational needs. As part of the Equalities Act 2010 school is to teach about 'different families-same love'.

Sex and Relationship education begins well before the onset of puberty and the changes it brings. The National Healthy Schools Standard will provide a useful and supportive framework for delivering sex and relationship education. Effective delivery of sex and relationship education is embedded in the success criteria of the standard. Effective Sex and Relationship Education is best achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the

age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupil's views are listened to.

Delivery of SRE and the curriculum Programme of Study for Sex and Relationship Education

Staff ensure that the following criteria are incorporated into their Long Term Planning alongside any Personal, Social and Health Education criteria.

We want pupils to develop awareness and understanding of:

Foundation Stage - Early Learning Goals

- Self-confidence and self esteem
- Making relationships
- Behaviour and self-control
- Self-care sense of community.

Key Stage 1

- external parts of the body, and the concept of male and female
- families, and how people share responsibilities and live and work together
- life cycles, babies, and how we grow older and death
- the importance of valuing oneself and others, and beginning to recognise the range of human emotions and feelings
- simple rules for co-operating and living together
- personal safety and how to keep safe
- treating animals with care and sensitivity
- recognising similarities between themselves and others and treating others with sensitivity
- notice that humans and other animals can produce offspring and that these offspring grow into adults (Statutory)
- the main external parts of the body (Statutory)
- the children should be introduced to the process of reproduction and growth in animals. The focus is on growth e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; baby, toddler, child, teenager, adult.

At Lower Key Stage 2 (Y3/4) we want pupils to develop awareness and understanding of:

- the above concepts in greater depth
- relationships, families, how individuals belong to many groups, and have different roles
- challenging gender stereotypes
- the rights of others to hold and express different views
- different patterns of friendship, loyalty, and the skills needed to form good relationships
- a greater range of human emotions and feelings, including those of loss, and begin to learn how to deal with these
- how actions have consequences for themselves and others
- other people's feeling and emotions, and to have respect for these
- good and bad touching, both inside and outside the family home, and to develop responses to these.

At Upper Key Stage 2 (Y5/6) we want pupils to develop awareness and understanding of:

- the above concepts in greater depth knowing about the main stages in the human life cycle

- a positive attitude to relationships, helping children to develop a sensitive, responsible attitude to themselves and their relationships with others, particularly with regard to sexual reproduction. A development of relationships based on mutual understanding and trust
- at Year 5 - the physical, emotional and social changes which take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are or are about to happen to them, and allowing them to ask questions avoid being exploited or exploiting others. Avoid being pressured.
- at Year 6 - the above point will be reinforced, taking into consideration the maturing development of the children
- at Year 6 - the basic biology of human reproduction - conception, birth and growth, and some of the skills and responsibilities involved in parenting
- the life processes common to humans and other animals including growth and reproduction (Statutory)
- the main stages of the human life-cycle including the basic facts about the process of conception, pregnancy and birth (Statutory)

Methodology

A variety of teaching strategies are applied to enrich SRE with creativity. All sessions are based on firm, fair ground rules.

Guidelines Relationship and Sex Education is taught in a variety of ways throughout the school. From Reception to Year 4 it is taught through:

- Planned aspects of science
- Cross-curricular work, often through story, circle time, drama, group discussions, paired work, puppets, storyboards, work sheets and class discussions
- In the latter part of Year 5, children will follow a structured programme in the form of a short topic where the first aspects of reproduction will be introduced, ie. puberty or changes to the body, hair growth, menstruation etc. Every effort will be made to provide an atmosphere where children feel secure.
- Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously. Children may ask questions through the 'Askit basket' approach.
- All staff will use effective personal and social health education methodology for example distancing techniques whereby a short age appropriate story is read to the class and issues raised can be discussed from the character in the story's point of view.
- if pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.
- Children will be taught by their own class teacher sometimes supported by a teaching assistant or our specialist PSHE lead.

- In Year 6, children will follow a structured programme in the form of a short topic. Every effort will be made to provide an atmosphere where children feel secure. Children will be taught by their own class teacher sometimes supported by a teaching assistant or our specialist PSHE lead.
- Occasionally sexes may be segregated to introduce certain sensitive topics or information
- Teaching and Learning strategies will differ, depending on the age and stage of development of the child. These will include circle time and cross-curricular development to pick up any relevant issues. Teaching will be matched to the maturity of the pupils.
- Opportunities will be provided for pupils to ask questions publicly, privately and anonymously. All questions raised will be answered in an open and honest way, and as appropriate to the age group of the pupils.
- Training will be provided when necessary (for staff who feel they need it, e.g: new/inexperienced staff) from the Headteacher, assistant Headteachers or local authority courses.
- Materials to be used may be borrowed from the school either by staff or parents when necessary.
- Parents of Year 5 and 6 children will be informed prior to lessons to see the teaching materials we intend to use, and to ask any questions.

Outcomes

Knowledge and Understanding Attitudes and Values

- learning the value of respect, love, care and relationships that are healthy, equal and safe

Personal and Social Skills

- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices learning how to recognise and avoid abuse, control and exploitation, learning about internet safety
- learning how to recognise pressure and ways of dealing with it
- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe parts of the body
- learn that their body belongs to them
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders

Procedures for assessment, monitoring, evaluating and reviewing

The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs
- The SRE lessons are evaluated yearly by the teaching staff.
- Pupils are involved with assessment of learning in SRE and are engaged in the evaluation of the SRE provision through class forums.

Evidence of learning will be through pupil conferences or displays or exercise books.

Key aspects from the schools 'Growing up In North Yorkshire' bi-annual survey will be reflected in the curriculum as needed. Staff training needs are identified through a Continuing Professional Development CPD audit or performance management and are renewed as required. The PSHCE Coordinator attends local authority network meetings.

Confidentiality and Safeguarding issues

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff. All staff have up-to-date child protection training. Some young people may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given. Staff need to use the support referral systems available in our school and also be aware of our child protection procedures. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the Headteacher who has designated responsibility for Child Protection. The Designated person will then take action as appropriate. Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration. The Headteacher or Assistant Headteacher would consider if there are any special circumstances which may temper this right.

Resources

- Knowing, Me, Knowing You
- I know, I am, I can
- Channel 4 Living and growing DVD
- local authority recommended resources
- NYCC PANTS campaign
- SRE lessons developed by NYCC schools and on Fronter NYCC website
- Childline School Service
- Resource on SRE for SEND The resource can be downloaded for free from www.leedscommunityhealthcare.nhs.uk/document.php?o=328
- Media smart- body image <https://www.mediasmart.org.uk/resources/bodyimage>
- FPA - <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>
- PSHE association website <https://www.pshe-association.org.uk/>

Appendix 1

What are schools required to teach?

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. The programmes of study for primary schools are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

- In primary school the new National Curriculum science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5).
- Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.
- Legally, all state-funded schools must have due regard to the government SRE guidance (2000). This states that boys and girls should learn about puberty before they experience and should learn about how babies are born before they start secondary school.

Extracts from the National Curriculum

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 wordreading and spelling knowledge at key stage 1

Year 1 PoS Animals, including humans

- 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

- 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

- 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

- 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

Animals including humans

- describe the changes as humans develop to old age 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.
- Pupils should draw a timeline to indicate stages in the growth and development of 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.

Year 6 PoS Living things and their habitats

- 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

Animals including humans

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Evolution and inheritance
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 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. 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. 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.

Appendix 2

Letter to parents / carers

Dear Parent / Carer

As a school we are committed to providing all pupils with a planned Personal, Social, Health, Education (PSHE) programme to enable them to acquire the knowledge, understanding, skills and strategies they need to develop an understanding of themselves, empathy and the ability to work with others to help pupils form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. A full outline of our PSHE curriculum is published on our school website www.millhill.n-yorks.sch.uk

The Government have made Relationships Education and Health Education statutory for all schools from September 2020 but they are encouraging all schools to adopt the new learning outcomes as early as possible so we have already integrating the statutory requirements into our planned PSHE curriculum and other supporting curriculum opportunities.

The Government have produced some information leaflets for parents to explain what the new curriculum consists of and is trying to achieve. These can be accessed at <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

As part of the schools planned programme we teach pupils about, 'Me and My Relationships' which covers aspects of Relationships Education and Relationships and Sex Education. The aim is to ensure pupils learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe both on and offline. Key aspects of this curriculum area also included:

- Year 1 being taught the names for different body parts which include the names for external genitalia.
- Year 1 / 2 / 3's are taught about what physical contact is acceptable or unacceptable. This is vital to support the work we do in keeping all pupils safe. Pupils need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no both on and offline (consent), and that they should tell an adult if they're upset or worried. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. You can find out more at <http://www.nspcc.org.uk/>
- In Year 4 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line . This learning continues in Year 5 and 6
- In Year 5 pupils learn about all the external and internal genitalia and the ways in which children grow and develop in puberty both physically and emotionally.
- In Year 6 pupils further develop their understanding of the physical and emotional changes they go through at puberty and about human reproduction.
- Throughout all year groups pupils learn about, 'Different Families' which does include lesbian, gay and bisexual couples and there is also work on gender identity which includes information about trans children and young people.

Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to pupils development supporting them to develop healthy relationships, keep themselves safe and having factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow into hopefully happy, confident and responsible teenagers.

Parents and carers also play a vital role in talking to your child(ren) about this important part of growing up and keeping themselves safe. To help you understand the type of questions children of different ages may ask and how to best respond to them further information can be obtained from the family planning association website – parent/carers section at <https://www.fpa.org.uk/helpmums-dads-and-carers>

Some aspects of this curriculum are delivered through the National Curriculum Science and some through the PSHE curriculum. Until September 2020, Parents / carers do have the right to withdraw your child(ren) from the relationships education curriculum but we would ask that you contact Mrs Bainbridge (headteacher) to further discuss any questions you may have. From September 2020 parents will be unable to withdraw children from the Relationships Education and Health Education. As a school we have decided to teach sex education in Year 6 which parents will still be able to withdraw their children from.

If you would like to see the school's Relationships and Sex education policy, any of the teaching resources or have any further questions about this aspect of the curriculum please can you contact the school for more information.