

Abbey Village primary School

Sex and Relationship Education Policy



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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).

Sex and relationship education will reflect the values of the teaching of PSHE, which includes the context of friendships, relationships, rights and responsibilities. In addition, SRE will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile relationships based on respect for themselves and for others, at home, school, work and in the community. Sex and relationship education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

Aims for the teaching of Sex and Relationship Education at Abbey Village

- To develop a caring and considerate attitude towards themselves, each other and society
- To develop our pupils' confidence so that they form and maintain meaningful relationships.
- To enable our pupils to make informed and healthy choices about their lives.
- To understand their bodies, how they work and the reproductive processes that take place.

We have a commitment to ensure that the programme we deliver is relevant to all pupils and it taught in a way that is age and stage appropriate. We do not tolerate discrimination and actively promote that all pupils should be treated equally, regardless of their views.

Organisation and Delivery of SRE Programme

The PSHE subject leader and Headteacher are responsible for the organisation of SRE at Abbey Village Primary School. SRE is delivered through a number of areas of the curriculum: Science, Religious Education, Computing, Physical Education and PSHE.

Where SRE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community make a valuable contribution to the SRE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of this curriculum. Whilst many aspects of SRE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/ carers are informed and can be involved in supporting their children.

Early Years Foundation Stage

In the EYFS children will focus on understanding relationships and understanding their feelings. The topics covered are All about me and my relationships, feelings, valuing difference and different families and homes. Across the year they will explore safety and how to keep their bodies safe and how to listen to and understand their feelings.

Key Stage 1

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about the life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through PSHE they will learn about growing and changing and healthy relationships with a focus on surprises and secrets, keeping private parts private and good and bad touch.

Key Stage 2

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents.

The Specific Teaching of Sex and Relationships Education

We believe that broached sensibly and sensitively, sex education itself is appropriate and relevant. We feel that it is imperative that our young children are appropriately informed, preparing them for their future in a society where issues of health, sex and sexuality are prevalent.

Therefore, our children will learn the following in Years 5 & 6:

- Pupils learn about the physical changes associated with puberty. Children will learn about menstruation and wet dreams.
- Pupils learn about the impact of puberty on the physical hygiene and strategies for managing this.
- Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.
- Pupils will learn about sexual reproduction, exploring myths and misconceptions. They will understand conception and pregnancy.
- Children will learn about contraception, considering media influence.

Right to withdraw

All primary schools must teach the following SRE aspects of the Science National Curriculum. Parents do not have the right to withdraw their child/ children from the teaching of the biological aspects of human growth and reproduction. Parents have the right to withdraw their child/ children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons. Relationships education is a statutory part of the school's curriculum and consequently, parents may not withdraw pupils from these lessons.

Every child is entitled to receive SRE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, including looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Relationships and Education Overview

By the end of Primary School, pupils should know the following under each category:

Families and people who care for me

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- The others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know what other children's families are also characterised by love and care.
- The stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.

Which practical steps they can take in a range of different contexts to improve or support respectful relationships.

The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness.

That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

What a stereotype is, and how they can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

- **Being safe**
- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Questions raised by pupils

Establishing a safe, open and positive learning environment, build on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the sessions so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. All teachers understand the correct and appropriate protocol and procedures and the Designated Safeguarding Leads will be informed.

Monitoring and Review

On-going monitoring is the responsibility of the PSHE Subject Leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, and feedback from parents through our schools PIP forum. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

A formal review by the Governing body will take place every three years or upon changes to National Policy.