



Ashton C of E Primary School

Sex and Relationships Education Policy FOR CONSULTATION

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Contents

Summary of changes	3
1. Introduction.....	4
2. The laws and guidance behind this policy	5
3. Related policies	5
4. Roles and responsibilities.....	6
5. What the school will teach, and at what age	6
What the law and guidance says	6
Overview	7
What is covered by National Curriculum science?.....	8
Age 4-6.....	8
Age 7-8.....	8
Age 9-10.....	8
Age 11-13	9
Inclusion and relevance.....	9
Can parents/carers withdraw their children from SRE?	7
6. Resources	10
7. Visitors.....	11
8. Monitoring of SRE at Ashton.....	11
Monitoring of the teaching.....	11
Assessment of the learning	11
9. Policy review.....	12
Review process guidance	12

Summary of changes

Page	Details of change	Revision
ALL	Complete review of the policy in line with the latest guidance.	December 2016
ALL	Policy updated to new format.	December 2016

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1. Introduction

Background

- 1.1 Official guidance on the teaching of sex and relationship education has not been reviewed since 2000, and things have changed. Relationships are now dominated by social media, and the internet, in general, has had a huge influence on children's perceptions of relationships, sex and body image.
- 1.2 Historically, 'sex education', as it was known, was felt by children to be "too little, too late, too biological". Ashton C of E Primary recognises the need to ensure that its pupils identify with a sex and relationships (SRE) curriculum which is relevant to their own lives, so that they are able to face life's inevitable challenges and pressures from a position of knowledge and confidence. Good SRE teaching helps the school to fulfil its duty to safeguard, protect and promote the wellbeing of its children.

Aim of this policy

- 1.3 This policy aims to set out the school's approach to teaching about relationships and sex. This approach reflects, as practically as possible, the views of parents/carers, the local community, staff and pupils. Findings from consulting pupils are a powerful tool for communicating the needs of children to parents, staff and governors.
- 1.4 It must be an approach fit for the 21st century, and cannot afford to shy away from difficult and sometimes uncomfortable truths. This policy aims to outline the topics which children will become familiar with, and at what age. Teaching and learning must support **all** pupils, including those with difficult home lives and those with SEND.

What is sex and relationship education (SRE)?

- 1.5 SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have fulfilling and enjoyable relationships and to take responsibility for their behaviour, their sexual health and well-being. It should help children to learn to respect themselves, and others, and move with confidence from childhood to adolescence and beyond.
- 1.6 SRE must help children to understand the difference between safe and abusive relationships, and equip them with the skills to get help if they need it.

- 1.7 It should be embedded within the broader Personal, Social, Health and Economic (PSHE) curriculum, with which there are links in knowledge and understanding (such as in relation to alcohol and drugs, and emotional health). It is therefore essential and good practice that teaching and learning about sex and relationships is planned and implemented within this broader framework rather than as a stand-alone subject.

2. The laws and guidance behind this policy

Law

- Sex and relationships education guidance (2000)
- Learning and Skills Act (2000)
- Education Act (1996, 2002)
- Equality Act (2010)

Guidance and resources

- *'Sex and relationships education (SRE) for the 21st century'* (Brook, PSHE Association, Sex Education Forum, 2014) [https://www.pshe-association.org.uk/sites/default/files/SRE for the 21st Century - FINAL.pdf](https://www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20FINAL.pdf)
- *'Not yet good enough: personal, social, health and economic education in schools'* (Ofsted, 2013) <https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education>
- *'SRE Policy Guidance'* (Sex Education Forum, 2014) http://www.sexeducationforum.org.uk/media/23563/sre-policy_guidance_interactive-final.pdf
- <http://www.sexeducationforum.org.uk/resources.aspx>

3. Related policies

- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-safety Policy

4. Roles and responsibilities

The governing body

4.1 The governing body has the following responsibilities:

- To review and develop this policy alongside the school leadership and ensure it complies with the latest guidance and reflects the needs of the local community;
- To monitor, through observation, visits and/or questioning by the Learning and Wellbeing Committee that the policy is being complied with.

The Headteacher

4.2 The Headteacher has the following responsibilities:

- To take into consideration the views of parents/carers, and those of the local community, when designing, reviewing and delivering the content of sex and relationship education within the Personal, Social, Health and Economic (PSHE) curriculum;
- To ensure that teaching staff are aware of their responsibilities, and to oversee the delivery of the sex and relationship education on a day-to-day basis.

All school staff

4.3 School staff have the following responsibilities:

- To deliver the sex and relationship education curriculum and messages in line with the approach chosen by the school, regardless of their personal views.

5. What the school will teach, and at what age

What the law and guidance says

- 5.1 “All children, **including those who develop earlier than average**, need to know about puberty **before** they experience the onset of physical changes”. Correct medical terms for the sexual parts of the body will be taught (e.g. vulva, vagina, penis, testicles). Likewise, the use of respectful language which challenges sexism, homophobia etc. should be upheld (e.g. challenging improper use of the word “gay” in the playground).
- 5.2 “Children should learn how a baby is conceived and born before they leave primary school”.

- 5.3 Children should “learn the nature of marriage and its importance for family life and the bringing up of children” and should be “protected from teaching and materials which are inappropriate”.
- 5.4 The needs of young people, whatever their sexuality, including boys and girls and those with special educational needs, must be met. Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and will promote understanding and respect.
- 5.5 SRE should encourage children to reflect on their own attitudes and beliefs, and those of others. Central themes also include respect, privacy and consent, so it is clear that SRE plays an important role in promoting British values.

Can parents/carers withdraw their children from SRE?

- 5.6 Parents/carers have the right to withdraw their children from all or part of SRE (*excluding withdrawal from the sex education element of science within the National Curriculum*). Very few choose to exercise that right.
- 5.7 Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.
- 5.8 Where parents/carers withdraw their child from SRE, the school will seek to understand why. The school will still offer help, initially by asking to discuss the issue in person, and will seek to support and encourage those parents/carers to teach SRE at home.

Overview

- 5.9 The key areas to address in sex and relationship education are, broadly speaking, **physical** development (e.g. learning the correct names for body parts and the changes puberty brings), **emotions** (e.g. how to manage feelings), and the **social** side (e.g. positive and negative influences from friends and the media – including social media).
- 5.10 SRE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.
- 5.11 It is good to have some SRE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

What is covered by National Curriculum science?

- 5.12 Primary science includes learning about parts of the body, growth, reproduction, life cycles and ageing. Pupils should also learn about the changes experienced in puberty (year 5). The programmes of study are set out year by year, but content may be introduced **earlier** (but not later) if relevant to the pupils' needs.
- 5.13 Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. 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 the language to describe the private parts of their body, and to seek help if they are abused.

Age 4-6

- 5.14 At this age, children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. They should learn which areas of the body are private and should not be touched, and who they can talk to if they are worried or upset about anything.

Age 7-8

- 5.15 At this age, children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions, and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Age 9-10

- 5.16 At this age, children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia should be explained and challenged. Children will be curious about puberty and sexual feelings. They will want more details about conception, how babies develop and are born and why families are important for having babies.
- 5.17 Body image must also be addressed, as a negative perception of their own body could have harmful and lasting effects. The school website has a body image section.
- 5.18 Children will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety, including online.

Age 11-13

- 5.19 Although it might seem unhelpful to group children into an age bracket which spans the end of primary school and the beginning of secondary school, this reflects the fact that it is precisely during this transition that physical, emotional and social changes occur.
- 5.20 With this comes a difficulty in knowing what to teach and where to stop. Children seem to grow up quickly during this period, and will be subject to pressures the likes of which they will probably not have experienced before. It is the school's view, therefore, that children should be appropriately prepared for just such a transition, armed with a healthy balance of:
- knowledge and respect;
 - self-confidence and assertiveness;
 - communication skills;
 - an appreciation of the value of family life (taking into consideration and being sensitive to the possible complex and varied family backgrounds and structures.)
- 5.21 Some children will be going through puberty and will be interested in hormones and their effects, the menstrual cycle, wet dreams, erections, fertility, pregnancy and other topics which aren't easy for all adults to acknowledge. They may also be wondering whether their physical development is 'normal'.
- 5.22 Some children will want to know about the difference between sexual attraction and love, and whether it is usual to be attracted to, or in love with, someone of the same sex. Identifying how prejudice operates and being able to play a part in stopping prejudice based on gender identity and sexual orientation is also important.

Inclusion and relevance

- 5.23 SRE absolutely must be inclusive and relevant. The following points are just some of the features of contemporary society which need to be acknowledged:
- Some parents/carers are in same-sex relationships;
 - Some children are adopted;
 - Some children have special educational needs or disabilities and may have different concerns and questions from their peers;
 - There are many different family structures;
 - Some children may live with domestic violence;
 - Some children may already 'feel different' about their sexuality;

- Children of primary school age are known to have participated in ‘sexting’;
- The age at which some children reach puberty is as young as 9 (year 4 or 5);
- Religious and cultural differences need to be accommodated;
- Access to pornography and harmful material is easier than ever;
- The illusion of the perfect body still persists in the media and pressurises young boys as well as young girls.

6. Resources

Classroom resources

- 6.1 Resources, such as games, images, videos and stories, can be very effective in delivering key messages to children. Any such resources will be carefully chosen to support the school’s ethos and values, while meeting the criteria set by the National Curriculum and the various laws and guidance.
- 6.2 Resources should be used which:
- support the messages of inclusion and equality (e.g. in terms of family circumstances, gender, sexuality, race, faith, culture and disability);
 - encourage self-respect and respect for others;
 - are factually accurate, and relevant to children today (e.g. to address the increased access to pornographic images and abuse via personal devices);
 - show positive role models for boys and girls (e.g. realistic looking bodies, to avoid negative body image), and should avoid negative or prejudiced stereotyping;
 - are age appropriate for the children of the class.
- 6.3 The use of a new resource (e.g. a video) which parents/carers are likely to find challenging, unsuitable or shocking, will be subject to prior notification so as to give parents/carers enough time to have their concerns alleviated, or to withdraw their child from that part of the lesson.

The school website

- 6.4 The website contains useful information, links and resources in its safeguarding section to support children in their learning. It also offers advice for children who need it, including help on reporting any type of abuse. It should be referred to, as appropriate, to reinforce its value as a source of information and of help.

7. Visitors

- 7.1 Professionals with particular areas of expertise (such as youth workers, nurses, theatre-in-education groups, staff from local domestic violence charities, members of a faith or community group) can enrich a programme of SRE that is planned and managed by a teacher.
- 7.2 Members of the community who are trained and supported to work with children and young people can share and reflect on their knowledge, real-life experience and the beliefs and culture of the communities in which they live.
- 7.3 Classroom input by staff from local health services can help build the confidence and knowledge of children and young people to use local services if and when they need to.
- 7.4 External visitors who contribute to SRE should be selected because they have the right skills and experience to make a unique contribution and to add value.

8. Monitoring of SRE at Ashton

Monitoring of the teaching

- 8.1 The Head teacher is responsible for overseeing the delivery of SRE to pupils, including ensuring that all staff understand this policy and teach SRE as planned. This should be done through lesson observation, peer support and by looking at samples of pupils' work.
- 8.2 With the benefit of feedback from pupils, parents/carers, staff and others, the governing body is responsible for ensuring that the policy continues to meet the needs of **all** children.
- 8.3 The pupil voice, in particular, should be sought in order to validate the approach and relevance of SRE at Ashton. This could be achieved through pupils' peer questionnaires, classroom discussions, or the school council, for example. The feedback from this should be reported to the Learning and Wellbeing Committee.
- 8.4 The number of pupils withdrawn from SRE must be reported to the Learning and Wellbeing Committee, who must check that the school continues to offer SRE support to those families.

Assessment of the learning

- 8.5 This should consist of marked pieces of work, self-reflection and the observation of pupil behaviour (e.g. demonstrating respect and tolerance towards people different from themselves.)

9. Policy review

Responsibility for ratification

- 9.1 The policy can be ratified by the whole governing body or this can be delegated to the Learning and Wellbeing Committee.

Interval for ratification

- 9.2 No statutory interval for ratification exists. The governing body currently elects to review this policy at least every three years.

Review process guidance (following pages)

- 9.3 To assist the process of reviewing this policy – in which so many children and families are invested – the auditing tool has been included **on the following pages**.

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Aspects of school life	What happens at present?	Response	Action to be taken
Pupil consultation	<ul style="list-style-type: none"> ▪ Does the school involve pupils to ensure that the policy and programme meet their needs? * ▪ How are pupils' needs identified? ▪ Is this done regularly? 		
Coordination	<ul style="list-style-type: none"> ▪ Does the school have a PSHE and Citizenship coordinator? ▪ Is this the person responsible for SRE? ▪ Is there a named governor for SRE? ▪ Is there a budget to support the development of SRE? 		
Policy	<ul style="list-style-type: none"> ▪ Does the school have an up-to-date SRE policy with the date it was agreed and a future review date printed on it? ▪ Is it part of the PSHE policy? ▪ Is the SRE policy linked to other relevant policies e.g. anti-bullying, child protection, safeguarding and confidentiality? ▪ Who is responsible for its implementation and review? ▪ Does it reflect statutory requirements and national guidance, including the government SRE guidance (2000)? ▪ Does it refer to local and national health and wellbeing priorities for children and young people? ▪ Is it reviewed regularly (every two to three years)? ▪ How is the policy communicated to children and parents/carers? ▪ Did Ofsted comment on the PSHE/SRE provision at the last inspection? 		
Programme	<ul style="list-style-type: none"> ▪ How is SRE currently provided and to which year groups? ▪ Who teaches it? ▪ Are they specially trained in SRE? (Ofsted "good practice") ▪ Are links made with other subjects so that learning is rich and relevant? ▪ Have SRE learning outcomes been set for each year group in the school? ▪ Is enough time allocated specifically to SRE in each class? ▪ Is the programme up-to-date? ▪ Does it address the issues raised in '<i>SRE for the 21st Century</i>'? (<i>Supplementary advice produced by Brook, PSHE Association and Sex Education Forum, 2014</i>) ▪ What main resources are used, including published schemes? ▪ Where else is SRE, in its broadest sense, covered in the curriculum? (e.g. assembly, RE, science, literacy hour.) ▪ Is pupil learning assessed and their progress reported to parents on a regular basis? ▪ How does SRE address the diverse needs of children in school? ▪ How do you know the programme meets their needs? ▪ Is there balance between content on relationships, and the biology of sex? ▪ Is there an annual evaluation and review of the programme? 		

Aspects of school life	What happens at present?	Response	Action to be taken
Climate and confidentiality	<ul style="list-style-type: none"> ▪ How does the school ensure SRE lessons are a safe and positive place to learn? ▪ How is pupils', families' and teachers' privacy protected? ▪ How is unacceptable language/behaviour challenged? 		
Parents and carers	<ul style="list-style-type: none"> ▪ What mechanisms are in place for consulting with parents/carers? ▪ When are parents/carers invited in to school? ▪ Is there support available for parents/carers, either directly or indirectly (e.g. the school nurse or leaflets) to help them talk to their children about puberty, sex and relationships? ▪ Does the curriculum include opportunities for pupils to explore SRE topics with parents/carers at home? ▪ Have any parents/carers withdrawn their children from SRE? ▪ If so why? ▪ How was this dealt with? ▪ Is there alternative provision? 		
In-service education and training (INSET)	<ul style="list-style-type: none"> ▪ What SRE training have staff received? ▪ What whole-staff INSET is provided in school? ▪ What opportunities are there for SRE teachers to meet together? ▪ What training opportunities are there for non-teaching staff and governors? 		
Wider community	<ul style="list-style-type: none"> ▪ Do local schools communicate to ensure curriculum progression from primary to secondary school? ▪ Has the SRE policy recently been shared with the Diocese, and has it been asked to input/feedback its thoughts? ▪ Are outside visitors invited into school to contribute to the school SRE programme? ▪ If yes, who are they? ▪ Is there a protocol for the use of outside visitors? ▪ Do pupils have access to information about external sources of information, advice and support? ▪ Does the school nurse contribute in any way to the SRE programme? 		
Girls and menstruation	<ul style="list-style-type: none"> ▪ What provision is available in school for girls who are menstruating? ▪ Are there dispensers/disposal facilities? ▪ How are protocols regarding using these facilities communicated to the children? 		

Adapted from *SRE Policy Guidance* © NCB/Sex Education Forum 2014