

Sex and Relationships Education (SRE) Policy

Introduction

The Sex and Relationship Education (SRE) policy has been developed with consultation from teaching staff and governors and parents.

At Leeming RAF CP School it is recognised that if young people are to make well informed decisions about their lives it is essential that effective Sex and relationship education takes place. It is firmly rooted in the framework for Personal, Social, Health and Citizenship Education (PSHCE), teaching children that loving and stable relationships, marriage and respect for themselves and others, are the key building blocks of community and society. It is also about the teaching of sex, sexuality and sexual health.

Aims of SRE

- Help and support young people through their physical, emotional and moral development.
- To develop understanding of the importance of family life, stable and loving relationships (including marriage), respect and love.
- To provide a framework to respond to questions and teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships
- To make informed and responsible decisions
- To develop self-confidence and self-awareness
- To understand where and how to access support.
- To acquire assertiveness and decision making skills
- To explore attitudes and values

SRE is **not** about the promotion of sexual orientation or sexual activity.

Elements of SRE

Sex and Relationship education has 3 main elements:

- **Attitudes and values** which emphasizes the importance of individual conscience and moral considerations, the value of family life, (including marriage and stable relationships) for nurturing children and the need to love, respect and care for others
- **Personal and social skills** which help children manage emotions confidently and sensitively, understand the consequences of their actions and make choices based on an understanding of difference and with an absence of prejudice
- **Knowledge and understanding** of physical development at appropriate stages and how emotions and relationships are affected by this. Learning how to protect themselves and how to ask for help and support, particularly if they feel threatened by cultural pressures (e.g. Forced Marriage / FGM)

How is SRE Taught?

Sex and Relationship education is delivered in line with the National Curriculum for Science, North Yorkshire Healthy School Scheme Guidance and Curriculum Guidance for the Foundation Stage, and the NYCC Citizenship Entitlement framework. It is supported by the Kapow scheme of learning. SRE is taught throughout the school and is part of the school's long term plans.

Content of SRE

The SRE Framework, drawn from the North Yorkshire Citizenship Entitlement framework provides details of the content of the curriculum in SRE.

Occasionally, due to mixed age classes, due to mixed age classes, pupils may access content from the curriculum recommendations for the year above / below their current year group, although this is managed on a class by class basis.

Methodology and Resources

In PSHE and Sex and relationship education a variety of teaching and learning styles are used with an emphasis on interactive work and processes that engage the children in critical thinking, discussing, researching, reflecting and application of learning.

Assessing, monitoring, evaluating and reviewing

SRE will be assessed in terms of the child's developing knowledge and understanding, their acquisition and demonstration of skills and changes in attitudes. Assessments will inform teachers of the next step and contribute to a child's annual pupil report in Science. Work will be evaluated by the children in terms of what they have learnt and what they would like to know next. Time for reflection should be built into all PSHE sessions.

Withdrawal

Parents/carers have the right to withdraw their child from all or part of the Sex Education programme that we teach. If a parent wishes their child to be withdrawn they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

Equal Opportunities

Provision for SRE and PSHE is in accordance with the school's equal opportunities policy. All children have the opportunity to take part.

Provision for children with special educational needs, including more able children will be appropriately differentiated.

Confidentiality

Total confidentiality cannot always be provided. Sensitive information, however, should only be shared with the consent and knowledge of the provider and only on a need-to-know basis. However, we may use the information without the consent of the provider if we are concerned that a child may be at risk.

Sex and Relationships Education Framework

The following curricular framework is based on the North Yorkshire County Council's Personal, Social, Health & Citizenship Education (PSHCE) curriculum to seek to find an appropriate and specific way to deliver Sex and Relationships Education (SRE) in line with our school's SRE policy.

A strong theme behind the development of this curriculum is linked to the school's duty to **safeguard** children. Extensive research nationally has shown that children and young people are highly vulnerable to a wide variety of exploitative activities, and effective SRE can minimise the risks associated with these. Certain elements, such as learning the correct names for genitalia etc. are introduced quite early, simply so that children have accurate knowledge of their own bodies. In addition, this ensures that children have the language required to clearly articulate anything that might make them feel uncomfortable or place them at risk.

Another strong theme running through this programme is the vital importance of **tolerance** and **respect** for all. It is acknowledged that our pupils live in an environment in which they may not necessarily encounter a more diverse cultural background. This leaves a dilemma; should we be even more proactive about teaching children about different life choices or cultural behaviours since they are unlikely to discover these things through other means, OR should we take the view that children aren't likely to encounter particular experiences so we don't need to deal with them? This framework seeks to find a balanced approach to the above dilemma, but leans more towards the former view, that it's important for pupils to learn about a variety of relationships and cultures since it may only be through such education that they encounter these.

All parents have the right to withdraw their child from SRE, and a form will be provided to parents each year to disapply their child from this should they so wish. In addition, for certain elements of SRE (e.g. puberty), the school may offer the option for a child to be removed from just this aspect of the curriculum, to be delivered at a predefined time and date. However, under the Equalities Act, all organisations including schools must demonstrate that they treat all people equally; this would include the correct terminology for different relationships (e.g. lesbian, gay etc.) which may come up *outside of SRE lessons*. If a question on such a matter were to arise from a child, staff would seek to handle this sensitively according to the framework below, but would not lie to a child or use incorrect terms when providing an answer. For example, if a Year 1 child asked what the word "gay" meant, although not listed as part of the YR / Y1 curriculum, a staff member might explain in a very simplified way that this is a word for two men or two women who have a special partnership. The teacher might also say that they'll learn more about this in future, and might ask in what context the child heard the term. The member of staff would not, however, rebuff the child and tell them that this "wasn't a word to talk about". This is to ensure that we remain honest with pupils whilst maintaining an age appropriate content.

N.B. Occasionally, due to mixed age classes, pupils may access content from the curriculum recommendations for the year above / below their current year group. This is managed on a class by class basis.

EYFS (Reception)

- I know that there are different types of relationships – family, friends and others.
- I know that different family relationships may include: mum and dad, mum, dad, mum and mum, dad and dad. (no introduction of terms e.g. gay, lesbian unless asked)
- I know that family and friends should care for each other
- I know about change and loss and the associated feelings

KS1 (Y1 / Y2)

- I know about the changes that have happened to my body since birth
- I can question whether boys and girls should behave differently
- I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls
- I understand the importance of valuing of one's own body and recognising its uniqueness
- 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 something
- I know about the process of growing from young to old and how people's needs change

LKS2 (Y3 / Y4)

- I can identify different types of relationships and show ways to maintain positive and healthy 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 what adult secrets not to keep and when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine
- 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 understand and use the terms gay and lesbian appropriately, and recognise that these are different forms of relationships, and must be respected
- I have some understanding of the idea of self-image, and know that there is a difference between trying to stay healthy and worrying about how I look to others
- I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media
- I know the importance of taking care of my own body, whilst respecting cultural differences
- I know that it's important to stay healthy, but can distinguish between this and worrying about my weight or how I look to others.

UPKS2 (Y5/6)

- 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 (including lesbian and gay 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 others people's feelings but if appropriate I feel able to confidentially challenge their view point
- I can name and explain male and female body parts, relating to Sex and Relationship Education
- I know the ways in which boys and girls grow and develop in puberty – physically and emotionally
- I am aware of the concept of being transgender in terms of a person feeling uncomfortable being a male / female, and I understand the importance of treating all people with respect.

- 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 (including gay marriage) are examples of stable, loving relationships freely entered into by both people
- 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 understand the physical and emotional changes I will go through at puberty
- I know about human reproduction including conception, in terms outlined in the 'busy bodies' resource (<https://www.healthpromotion.ie/hp-files/docs/HPM00478.pdf>)