

SEX AND RELATIONSHIP EDUCATION POLICY

Date Policy Reviewed:	2 January 2020
Date of Next Review:	2 January 2022
Person(s) Responsible for Review:	SLT (Deputy Head Pastoral)

1. Introduction

This policy has been written with due regard to the following:

- DfEE Guidance Document “Sex and Relationship Education Guidance” (ref DfEE 0116/2000)
- PSHE Association Supplementary advice to the Sex and Relationship Education Guidance DfEE 90116/2000 (2014) Sex and Relationship Education for the 21st Century 2014
- Joint PSHE Association and Association for Science Education briefing on the teaching about puberty and a parent’s right to withdraw their children from SRE lessons (2014)
- PSHE Association guidance on producing a school’s SRE Policy (2013)
- National Curriculum for Schools (2013).

Guidance is also drawn from the DfE document “**Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information - Departmental advice for independent schools, academies and free schools**” (November 2014) in implementing the Active Promotion of Fundamental British Values throughout the curriculum and the **Prevent Strategy 2011** which promotes resilience.

There is no statutory requirement for SRE in independent primary schools. However SRE plays an important part in fulfilling the duties all schools have to meet.

Schools are required to provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of young people and to prepare young people for the opportunities and responsibilities of adult life in modern society.

The Children and Social Work Act 2017 requires all primary schools in England to teach age-appropriate ‘relationships education’.

It is therefore important when considering the Sex and Relationship Education Policy to reflect on:

- the moral context of the The Manor and the values it promotes and models through its culture and ethos

- the learning experiences that help pupils develop their own set of moral values, which may include pupils reflecting on a variety of different issues, viewpoints, dilemmas, situations and case studies
- how The Manor enables young people to develop the language, strategies, skills and confidence required to behave according to their moral values in new situations.

2. Definition

The principles of high quality SRE in schools are set out below.

Sex and relationships education:

- is a partnership between home and school;
- ensures children and young people's views are actively sought to influence lesson planning and teaching;
- starts early and is relevant to pupils at each stage in their development and maturity;
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality and respect, abuse and gender identity;
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values;
- helps pupils understand on and offline safety, consent, violence and exploitation;
- is both medically and factually correct;
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience;
- uses active learning methods and is carefully planned, assessed and evaluated;
- helps pupils understand a range of views and beliefs about relationships in society including some of the mixed messages about gender, sex and sexuality from different sources including the media;
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations;
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

It contributes to:

- a positive ethos and environment for learning;
- safeguarding pupils, promoting their emotional wellbeing, and improving their ability to achieve in school;
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence;
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice;
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Sex and Relationship Education (SRE) at The Manor is learning about the physical, moral, social and emotional aspects of growing up. It is about the understanding of the importance of family life, stable and loving relationships, respect for others (paying heed to the protected characteristics in the Equality Act 2010), love and care. It is also about the understanding of the changes as humans develop to old age; in particular puberty in boys and girls. SRE should contribute to the spiritual, moral, cultural, mental, emotional and physical development of pupils at school and begin to prepare them for the opportunities, responsibilities and experiences of adult life.

SRE at The Manor is an integral part of a broad and balanced curriculum and is designed to be developmental and appropriate to the age and ability of all children from Pre-Nursery to Year 6. We are concerned with the development of the whole person and teach the children to have a wider understanding of themselves, their personal relationships and their social responsibilities. Some aspects are taught as part of Personal, Social, Health and Economic Education (PSHEE/PSED) and others are taught in Science.

The teaching of human sexual reproduction is not statutory in KS1 or KS2 of the National Curriculum and therefore, at The Manor, is not covered.

3. Aims

Sex and Relationship Education at The Manor aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens in modern society. We acknowledge the importance of self-respect and the respect for others in relationships. It is also important that children recognise that they must learn to take responsibility for their actions. The children should be encouraged to show responsibility towards their families, friends and wider community.

In particular, we aim to:

- ensure SRE is taught in the context of current relevant legislation including the Equality Act 2010;
- give the pupils an understanding of the changes boys and girls experience as they grow up, physically and emotionally particularly during puberty;

- help them to understand their feelings and to respect those of others;
- enable the pupils to build self-esteem so that they can have the resilience to sustain relationships and also resist inappropriate advances;
- actively promote fundamental British values which involves using every opportunity to teach the children about democracy, law, tolerance and respect for others, paying special heed to the protected characteristics listed in the Equality Act 2010 of gender, race, age, faith, belief/non-belief, sexual orientation and life-style;
- to protect children and young people from inappropriate online content, cyber-bullying and exploitation;

in order to prepare our pupils for life as citizens in modern society.

4. Objectives

To create a progressive programme containing knowledge, understanding of life values such as respect, equality and tolerance and communication skills. This is incorporated into the curriculum of all years within the school.

Sex and Relationship Education is taught through the Science Programme of Study and the Personal, Social and Emotional Development (PSED) in EYFS and Personal, Social, Health and Economic Education (PSHEE) in Key Stage 1 and 2 Programmes of Study. It is reinforced through the behaviour and attitudes of the adults in the school community and the ethos of the school.

We

- develop pupils' confidence and self-esteem and their ability to talk, listen and think about feelings and relationships
- reassure pupils of their value and self-worth including aspects of dignity, self-respect and self-restraint
- help pupils to develop good relationships and respect differences between people
- develop pupils' knowledge about healthier and safer lifestyles in order for them to be able to make informed decisions
- encourage exploration of values and moral issues
- help pupils understand that they have rights over their bodies, how to protect themselves and have the confidence to ask for help and support
- teach pupils to name parts of the body and describe how their bodies work
- prepare the pupils for the emotional, physical and practical aspects of puberty

5. Use of ICT

Many ICT programmes and websites are used to complement and strengthen what is being studied.

With regard to the children using the internet, and awareness of safety on the internet, all teachers, teaching assistants and children follow the guidelines of the following policy: Pupils' Use of ICT, Mobile Phones, and other Electronic Devices (

<http://www.manorprep.org/wpcms/wp-content/uploads/Pupils-Use-of-ICT-Mobile-Phones-etc.pdf>). All teachers and teaching assistants in the school and children in

Years 3 to 6 receive Childnet presentations on all aspects of e-safety every two years and parents are also invited to attend a Childnet presentation.

In relation to 'Safeguarding Children' and 'Prevent' The Manor focuses on establishing safe school systems and filtering in order to keep children safe, including from terrorist or extremist material.

6. The role of parents

At The Manor we see parents as the key figures in helping children cope with the physical and emotional aspects of growing up and preparing them for the challenges and responsibilities maturity brings. We wish to build a positive and supporting relationship with the parents through mutual understanding, trust and co-operation. In promoting this objective we

- a. consult with parents about the school's Sex and Relationship Education policy and practice;
- b. answer any questions that parents may have about the Relationship and Sex Education of their child;
- c. take seriously any issue that parents raise about this policy or the arrangements for Relationship and Sex Education in the school;
- d. inform parents by letter when the topics on the main stages of the human life cycle are.

7. Context

We teach Sex and Relationship Education in the context of the school's aims and values. The Sex and Relationship Education Policy is sensitive towards the established morals and values framework of the major world religions and philosophies. The policy will emphasise the importance of equal opportunities and show an awareness of different social, ethnic and religious values, beliefs and customs. In particular, we teach Relationship and Sex Education in the belief that:

- Sex and Relationship Education should be taught in the context of marriage and family life (please see below);
- Sex and Relationship Education is part of a wider social, personal, spiritual and moral education process;
- pupils should be taught to have respect for their own bodies;
- pupils should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect;
- the fundamental British values of tolerance, respect, rule of law and equality should be actively promoted in school and upheld by The Manor community.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive

behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

8. Types of relationship permitted by law in the UK

With due regard to the Equality Act 2010 and the DfE strengthened standard of 2014 stating that schools must actively promote Fundamental British Values, the types of relationship permitted by law in the UK are talked about in PSHEE and Science lessons. The British values of individual liberty, respect and tolerance for others are key in this respect.

Marriage (including same-sex marriage), co-habitation, divorce and re-marriage are all discussed as are the positions and feelings of children in all of these contexts. In the case of marriage, civil and religious ceremonies and locations (licence holding venues) are explored.

9. Organisation

i) Our Sex and Relationship Education programme is tailored to the age and the physical and emotional maturity of the pupils. We carry out much of Sex and Relationship Education teaching in our Science and PSHEE/PSED Programmes of Study. However, there is a whole school approach – from Pre-Nursery to Year 6. The teaching is led by teachers and supported by Teaching Assistants and the School Nurse. The role of all of the adults in the school in setting a good example in terms of healthy relationships based on the broad principles set out in The Manor's Aims and Ethos cannot be underestimated. This subject is taught in a cross-curricular way, and may appear in the Programmes of Study of other subjects such as RE or ICT/Computing encompassing all of the elements within the National Curriculum as well as expanding more broadly into human relationships and communication, human and physical development. The programme will be taught through a range of teaching methods, including discussion and group work, role play and commercial resources. The Manor ensures that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

ii) In Science and PSHEE/PSED we teach pupils about relationships and we encourage pupils to discuss issues. We teach about the parts of the body and how these work, and we explain to them at the appropriate age (Year 5 as part of the Science Programme of Study in accordance with the National Curriculum and Year 6 as part of the PSHEE Programme of Study in preparation for the residential trip to France) what will happen to their bodies during puberty eg. menstruation. We inform the pupils of the arrangements within school to help them cope with menstruation. The pupils are encouraged to seek the help of any teacher or the School Nurse whenever they have a concern, including where to go for sanitary protection if they need it.

iii) Science Curriculum regarding Sex and Relationship Education

In EYFS and Key Stage 1 – children will learn:

- that animals, including humans, move, feed, grow, use their senses and reproduce;

- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can produce offspring and these grow into adults;
- to recognise the similarities between themselves and others and treat others with sensitivity;
- the importance of healthy food and exercise.

At Key Stage 2 – children will learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction;
- the main stages of the human life cycle including puberty and that humans, as mammals, give birth to live young;
- the factors that make up and the importance of a healthy diet;
- how exercise affects the body and why it is important to keep healthy.

The teaching of human sexual reproduction is not statutory in KS1 or KS2 of the National Curriculum and therefore, at The Manor, it is not covered.

iv) **PSHEE/PSED Programme of Study, Circle Time and cross-curricular teaching regarding Sex and Relationship Education**

In EYFS we cover:

- self-esteem
- promoting good behaviour
- caring for one another
- empowering children to safeguard themselves
- promoting good personal hygiene
- expressing needs and feelings appropriately and
- consequences of words and actions

At Key Stage 1 we cover issues such as

- friendship
- anti-social behaviour
- assertiveness
- health
- hygiene
- looking after our bodies
- keeping safe
- naming body parts
- self-image and
- caring for others

- physical sexual difference

At Key Stage 2 Pupils will look at topics such as

- friendship conflict and causes,
- understanding human emotions
- respect for others paying heed to the protected characteristics of the equality Act 2010
- equality
- personal liberty
- rule of law
- bullying, appropriate behaviour
- self-esteem
- self-image and value
- coping with change
- feelings and emotions
- expectations
- caring for others
- empathy
- puberty
- hygiene
- safety
- challenges
- peer pressure
- social responsibility
- antisocial behaviour
- impact of changes

Pupils are able to explore more deeply, self-esteem, relationships, social pressure, media pressure and human growth and development.

By the time the pupils leave Year 6 we ensure that they know how their bodies change during puberty, what menstruation is and how to cope with it; when these changes are likely to happen and what issues may cause anxiety and how they can deal with these; outward signs of puberty in boys including the voice breaking.

It is important that the programme in Years 5 and 6 supports pupils' ongoing emotional and physical development effectively so they can move to their secondary schools confidently.

At all levels sexual matters should be dealt with as they occur. Questions should be answered sensitively paying due regard to the child's age and understanding.

v) **Pupil Involvement**

Consultation and involvement of pupils in SRE is crucial if teaching is to meet their needs and address the issues they are facing. Without such engagement, teachers are left to 'guess' what is needed. Involvement of pupils also means that teachers can learn what pupils think of what is currently being taught.

Consultation and involvement of pupils will of course be different depending on their age and level or maturity. At Key Stage 1 and 2, it will be important to explore with children the prior learning they bring to the classroom.

10. Parental Right to withdraw children from SRE lessons

Sex and Relationship Education at The Manor is taught across the curriculum and it will not be possible to separate out all the Sex and Relationship Education teaching.

Legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'.

Notification of withdrawal must be in writing, rescinding this must also be in writing to the Head. In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the Sex and Relationship Education lesson is over.

As stated above, the teaching of human sexual reproduction is not statutory in KS1 or KS2 of the National Curriculum and therefore, at The Manor, it is not covered. We teach puberty, including menstruation, as part of our Y5 Science Programme of Study and as part of our Y6 PSHEE Programme of Study.

In 2014, a joint briefing by the Association of Science Education and the PSHE Association advised that

"teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe." Teaching about puberty is also considered a key safeguarding issue. As Janet Palmer HMI (OFSTED's PSHEE lead) has said: "If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes." In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHEE/PSSED programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to

access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

“Pupils should be taught to describe the changes as humans develop to old age”. This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states: “Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need.

Parental right to withdraw children from this part of the school curriculum does not fall within this remit.”

As stated above in **The role of parents** we work in consultation with the parents regarding the SRE policy and inform parents when the topic of puberty being covered in depth (in Year 5 in Science and in Year 6 in PSHEE) so that they can support the children’s learning at home.

11. Assessment

There is no formal assessment of individual progress though there may be some written work in various forms completed on the subject.

12. Safeguarding Children

The Child Protection Procedures as laid down by the school will be followed. All referrals must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted within school for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance. If a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Safeguarding Policy. Any identification of child sexual abuse should be reported to the Designated Safeguarding Lead. Please refer to the Safeguarding Policy for further details.

13. Confidentiality

Teachers cannot offer confidentiality to pupils. Teachers conduct Sex and Relationship Education lessons in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously

and deal with it as a matter of Child Protection and inform the Designated Safeguarding Lead. As described above, teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead, the Head, who will then deal with the matter in accordance with the Safeguarding Policy.

14. General Guidance for teachers and adults in the school including the School Nurse and visitors

[i] Teachers must always remember that children will respond Sex and Relationship Education in varying ways. Teaching methods need to take account of the developmental differences of pupils.

[ii] Teachers and all those contributing to Sex and Relationship Education will work to the framework set out in this policy.

[iii] A set of ground rules will help teachers create a safe environment in which neither they themselves nor the pupils feel embarrassed or anxious. For example:-

- i. no one will have to answer a personal question
- ii. no one will be forced to take part in a discussion
- iii. only the correct names for body parts will be used
- iv. meanings of words will be explained in a sensible and factual way

[iv] Questions should be answered simply but frankly having set clear parameters of what is appropriate and inappropriate in a whole class setting. By suitable questioning it is possible to discover just how much information pupils are ready to understand or absorb.

[v] If a question is too explicit or is inappropriate, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

15. The role of the PSHEE/PSED Co-ordinators

[i] It is the responsibility of the PSHEE/PSED co-ordinators to ensure that the Head, Deputy Head Pastoral, staff and parents are informed about the Sex and Relationship Education policy, and that the policy is implemented effectively. It is also the responsibility of the Head and the PSHEE/PSED co-ordinators to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

[ii] The co-ordinator monitors this policy on a regular basis and reports to the Head.

16. Links to other Policies

This policy supports and complements the following policies
Anti-Bullying Policy

Safeguarding Children Policy
Pastoral Care Policy
Gender Equality Policy
Disability Policy

17. Monitoring and review

The Senior Leadership Team monitors the Relationship and Sex Education policy on an annual basis. The SLT gives serious consideration to any comments from parents about the Relationship and Sex Education programme, and makes a record of all such comments.