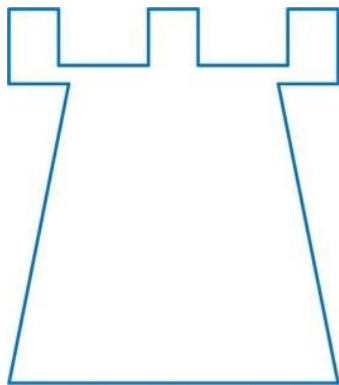


Sex and Relationships Education

(Relationships Policy)

**Sheriff Hutton Primary
School**



**Supported Happy Pupils
Succeed**

**POLICY
INFORMATION**

**Ratified by the
Board of
Governors**

**Date:
September 2018**

Signed:

Chair:

Review date:

This is a summary of the scheme of work used at Sheriff Hutton Primary School. Each year, the scheme is modified slightly to accommodate the specific needs of the individual children.

Sex and Relationship Education Guidance

The Department for Education recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

All schools must have an up-to-date policy on SRE which is made available for inspection and to parents. It must include information about parents' right to withdrawal. The SRE guidance states: 5.7 Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Schools should make alternative arrangements in such cases.

From September 2019 'Relationships and Sex Education' – rather than SRE – will be statutory in all primary schools across England.

Programme of Study for Sex and Relationship Education

Staff ensure that the following criteria are incorporated into their 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 more structured programme in the form of a short topic where the first aspects of reproduction will be introduced, i.e. 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 additional teacher.
- In Year 6, children will follow a more 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 additional teacher.
- 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

- 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.

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.

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 Senior Teacher would consider if there are any special circumstances which may temper this right.