



Sex and Relationship Education Policy

Policy Version Control	
Policy type	Sex and Relationship Education Policy
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Last review date	September 2023
Description of changes	
Date of approval	23 rd October 2023
Date released	24 th October 2023
Next review date	Autumn 2024

We are dedicated to promoting the rights of every child.

What Is Sex and Relationship Education? (SRE)

Sex and relationship education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of our Relationships Education curriculum.

Principles and Values

In addition Northwood Primary School believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community, that aims to support each individual as they grow and learn.
- be set within this wider school context and support family commitment and love, respect, affection, knowledge and openness. Family today includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views about sex, sexual orientation and family structure, without promotion of any view in particular.
- recognise the values of love, respect and care for each other.
- generate an atmosphere in which questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of SRE programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.
- provide accurate information.
- enable young people to make informed choices and decisions about their health and welfare.
- help pupils understand on and offline safety, consent, violence and exploitation.
- help pupils understand a range of views and beliefs about relationships and sex in society, including some of the messages about gender, sex and sexuality from different sources.
- promote equality in relationships, recognise and challenge gender inequality and stereotyping.

The policy will be available to parents and carers through the website.

Sex and Relationship Education in this school has three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empowering pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, marriage and civil partnership.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions about sex and relationships.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims

The aim of SRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. These aims will be taught with a cross curricular approach. Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and develop respect for individual conscience and the skills to judge what kind of relationship they want.

- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Organisation and Content of Sex and Relationship Education

Northwood Primary School specifically delivers sex and relationship education through its PSHCEE Programme, RE and Science lessons at Early Years, KS1 and KS2.

Much of the sex and relationship education at Northwood Primary School takes place within PSHCEE lessons. Teachers generally deliver the PSHCEE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHCEE Programme and Science National Curriculum are taught in every year.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules (Group Agreement) are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the SRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the SRE programme.

SRE Scheme of Work

The SRE scheme of work is supported through the PSHCEE Curriculum, which is divided into year group sections with the core themes of:

- Core Theme 1: Relationships
- Core Theme 2: Health and Wellbeing

- Core Theme 3: Living in the Wider World (Economic wellbeing and being a responsible citizen)

Inclusion

Our policy will be sensitive and take account of pupils' needs based on culture, disability, sexual orientation, religion and belief. We encourage parents /carers to discuss any concerns with the Deputy Head Teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Pupils from Sex and Relationship Education

Parents are not able to withdraw their child from the general Relationship Education lessons or those focusing on relationships education. Some parents, however, prefer to take the responsibility for aspects of the sex education element. They have the right to withdraw their children from all or part of the sex and relationship education **except** for those parts included in the statutory National Curriculum (i.e. in science lessons). Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex and relationship education for their children. Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it.

We would make alternative arrangements in such cases. For example, whilst such lessons were being conducted the child would be provided with appropriate tasks and asked to work under the supervision of another teacher or teaching assistant.

Parents are encouraged to discuss their concerns and / or decisions with a member of the Senior Leadership Team at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Sex and Relationship Education in the context of the National Curriculum:

Legal requirements:

Northwood Primary School has a **statutory duty** to teach the following as part of the National Curriculum Science Curriculum.

Key Stage 1:

- Notice that animals, including humans, have offspring which grow into adults.
- Identify , name ,draw and label the basic parts of the human body.

Key Stage 2:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents **do not** have the right to withdraw their child/children from these above aspects of the Science curriculum.

Early Years

Children learn about the concept of male and female and about young animals. In ongoing PSHCEE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship and families. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Confidentiality and Safeguarding

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the rights of pupils and staff.

Some children may have concerns which they may 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. If a teacher has any concerns for the welfare of a particular child, then that teacher will seek further advice from the Designated Safeguarding staff in school. Child Protection procedures will then be followed, if 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.

External Visitors and SRE

To support the delivery of the SRE curriculum, external visitors may be used to complement the programme. The external guest will work alongside a member of school, delivering content in line with the school ethos and planning.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of a member of the Senior Leadership Team to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The RSE programme will be treated as a subject and will be involved in a monitoring and evaluation cycle led by the Leadership Team.

Assessment

Assessment of SRE takes place formatively through discussions, observations and analysis of children's' work .The REd coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place.

The Local Governing Body is responsible for reviewing and organising the revision of the Sex and Relationship Education Policy and curriculum.