



MARTON-CUM-GRAFTON  
CE VA PRIMARY SCHOOL

## Sex and Relationships Education policy (SRE)

This policy has been reviewed by School Governors: Jo Munns

Person with overall responsibility for SRE: Marie-Louise Thirlaway

The Governing Body approved the policy: June 2018

The policy will be reviewed: Annually

### How this Policy was developed

This policy was developed and agreed in consultation with all staff, governors and parents /carers. It takes full account of the school's legal obligations and reflects the national aims and priorities included in the DfES Sex and Relationship guidance 0116/2000.

### Definition

The objective of SRE is to help and support pupils through their physical, emotional and moral development. It will help pupils learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

### SRE within the curriculum

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels.

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Sexual relationships are considered at Year 5 and 6.

ASPIRE • BELIEVE • ACHIEVE

## Rationale and Statutory Requirements

SRE has a number of broad outcomes and specific aims, listed in the following section.

SRE helps children learn about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. In addition, SRE can help to support academic achievement. As such, SRE is an integral part of the Healthy Schools Standard initiative.

However, there is also a legal requirement. As well as non-statutory guidelines for PSHCE, including SRE, the National Curriculum for Science specifies aspects of SRE that must be taught; it requires that pupils should be taught about body parts, the human life cycle and reproduction at Key stage 1 and 2. Specifically:

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

The Education Regulations 1993 require all maintained schools to publish in their prospectus a summary of the content and organisation of any sex and relationship education which they provide.

The 1988 Education Act requires school to:

- promote the spiritual, moral, social, cultural and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life

## Values

The aims and objectives of Marton-cum-Grafton Primary School form the values which underpin SRE.

Our values underpin all teaching, in all subjects including SRE; we encourage:

- awareness, understanding and respect for self, including self-confidence and self-esteem
- awareness and respect for others and their views
- consideration and responsibility for choices and actions
- an appropriate set of values to guide their own behaviour and their relationships with others
- responsibility and care for family, friends, school and wider community
- appropriate communication and social skills

## Aims

SRE will develop children's personal and emotional development and children's knowledge and understanding

SRE is learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

SRE will be appropriate to the pupils' age and maturity and will be presented within a moral, family orientated and Christian framework.

## Desired Learning Outcomes

Refer Appendix 2, SRE aspects of the National Curriculum Science

## Roles and Responsibilities

### The PSHCE Co-ordinator

The school has a co-ordinator for PSHCE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- review /update the policy on an annual cycle or sooner if necessary

### The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHCE Co-ordinator
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

### The Governing Body

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to SRE provision for all pupils. They will continue their involvement through regular evaluation of it.

### The Teacher

Teaching children about SRE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion

- to recognise when there is a concern about sexual abuse and to follow concerns under Child Safeguarding procedures (see Child Safeguarding and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Child Safeguarding Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with Dfes guidance (2000).

However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

## The Teaching Assistant

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe). They should not work with children outside of the classroom.

## External Agencies

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships or changes.

In Y5/6 the Class Teacher contribute to work on physical changes (puberty). Parents are informed of the puberty, relationships and sexual health work that is to be covered in these years and if they have any questions or concerns, they may consult with the PSHCE Coordinator and/or withdraw their child from the particular lessons.

We discuss with visitors, the content of what is to be taught.

## The Parents/Carers

They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carer.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: "if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except** in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn."

Parents wanting to exercise this right are invited to see the Headteacher or PSHCE Co-ordinator who will explore their concerns.

## Child Safeguarding and Confidentiality

It is the responsibility of Marton-cum-Grafton Primary School to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils (s 175 2002 Education Act). In fulfilling this duty they must have regard to guidance issued by the Secretary of State (\*see references). Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's Senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

## Organisation, Planning and Resources

SRE is delivered in line with the National Curriculum for Science, the national framework for PSHCE, Dfes Sex and Relationship Guidance and the North Yorkshire Healthy Schools Programme guidance.

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (eg under a heading such as 'My body', 'Growing up', healthy lifestyles etc)
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful.

SRE, as part of PSHCE, forms part of Marton-cum-Grafton Primary School Long Term Plans

- In the Foundation Stage, SRE begins with personal and social development work to meet Early Learning Goals.
- At Y1 / Y2, Children will learn about the main parts of the body.
- At Y3 / Y4, children will begin to learn about the process of growing old and how people's needs change
- At Y5 / Y6, children will learn about how the body changes during puberty and that feelings and emotions vary. They will consider different types of relationships inc. marriage and those between friends and families and be encouraged to develop the skills to be effective in relationships.
- At Y5 / Y6, the children will be given a talk by the Class Teacher about puberty.

The school will use a variety of resources to support SRE because SRE covers many aspects of relationships and feelings. Teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.

## Assessment and Reporting

Marton-cum-Grafton Primary School is determined to make the curriculum as relevant to the children's needs as possible. To this end assessments will be made through observation of children and their work and by talking to and discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to SRE learning during the year.

Assessment and reporting of SRE will make reference to learning outcomes in PSHCE or Science.

## Equality of Opportunity

Marton-cum-Grafton Primary School strives to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures.

Young people may have varying needs regarding SRE depending on their circumstances and background. SRE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

## Varying Home Backgrounds

At Marton-cum-Grafton Primary School, all teaching aims to meet the needs of all children. SRE reflects the realities of children's different lives. This will include, for example, children whose parents have married, divorced or split up and children in public care. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

## Special Educational Needs

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally e.g what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (e.g to read).

## Gender Issues and Sexual Stereotyping

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

## Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to SRE. When appropriate/necessary, the school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

## Monitoring and Evaluating

The SRE programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed annually for the following purposes:

- to review and plan the content and delivery of the programme of study for sex and relationships education
- to review resources and renew as appropriate
- to update training in line with current LEA guidelines.

## Appendix 1

### References

This policy was compiled with reference to:

The Framework for Sex and Relationships Education (1999) Sex Education Forum

National Healthy School Standards (2007) Dfes

The National Curriculum: Handbook for primary and secondary schools teachers in England (1999) DfEE and QCA

PSHE and citizenship: ensuring effective sex and relationships education Sex Education Forum Factsheet 27 (2002)

Sex and relationships education for primary age children Sex Education Forum Factsheet 28 (2002)

Sex and relationships education: school responsibilities (2002) DfES

Sex and relationship Education Guidance DfES Circular 0116/2000. (2000)

Sex and relationships: A report from Her Majesty's Chief Inspector of Schools (2002) OFSTED, HMI 433

Stand Up for Us: challenging homophobia in schools (2004) DfES

\*Guidance which the school must have regard to in fulfilling its duty under S175 2002 Education Act:

Safeguarding Children and Safer Recruitment in Education (2007) DfES

Working Together to Safeguard Children HM Government

School Child Protection Policy

North Yorkshire Safeguarding Children Board Procedures and Guidance  
([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))

## Appendix 2

### Learning Outcomes

SRE aspects of the National Curriculum Science and suggested learning outcomes for SRE for each key stage

They give a basis for planning / assessing work in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements in italics are part of the National Curriculum Science requirements. (Ofsted: Sex and Relationships 2002)

### National Curriculum Science

#### Key Stage 1

- animals including humans, move, feed, grow, use their senses and reproduce.
- pupils should be able to recognise and compare the main external parts of the bodies of humans.
- humans and animals can produce offspring and these grow into adults.

#### Key Stage 2

- the life processes common to humans and other animals include nutrition
- about the main stages of the human life cycle.

### By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.



Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes

- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

## **New Science Curriculum**

Pupils should be taught to:

- Y1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Y2: notice that animals, including humans, have offspring which grow into adults.
- Y2: describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

(non statutory: Be introduced to the processes of reproduction and growth in animals, although they should not be expected to understand how reproduction occurs)

- Y5: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Y5: describe the life process of reproduction in some plants and animals.
- Y5: describe the changes as humans develop to old age (including puberty).
- Y6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Y6: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## **The governments statutory guidance on SRE:**

This statutory guidance is for:

- teachers
- headteachers
- governing bodies

It applies to:

- maintained schools
- academies and free schools

It aims to guide schools and teachers on some of the sensitive issues they may have to deal with when teaching sex and relationship education.

It also outlines some practical strategies for teaching and addresses some of the issues for schools concerning confidentiality.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)