

Cannon Lane Primary School



Sex and Relationships Education Policy

Date reviewed by staff: March 2016

Date reviewed by parents: April 2016

Date approved by the Governing Body: May 2016

Date for review: Summer Term 2018

Rationale

Cannon Lane Primary School aims to provide a stimulating and caring environment in which each child experiences high standards of education and is prepared for the future. We are committed to keeping children healthy and safe and contributing to their personal, social, and emotional wellbeing. The Policy for Sex and Relationship Education (SRE) is written in accordance with this philosophy. At Cannon Lane Primary School we aim to help children to make responsible and well informed decisions taking into account the diverse nature of our school community.

The UNICEF Rights Respecting School Award, based upon the UNCRC (United Nations Convention on the Rights of a Child) is at the heart of all of our values. We believe that the following articles are particularly important to this policy:

Article 3:

All organisations concerned with children should work towards what is best for the child.

Article 12:

Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 13:

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

Article 16:

Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17:

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 19:

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by anyone who looks after them.

Article 34:

Governments must protect children from all forms of sexual abuse and exploitation

What is Sex and Relationship education?

"SRE aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. SRE starts with parents and carers at home and is received from friends, television, films, magazines and school. It doesn't just happen when we're young: all through our lives we continue to learn about sex and relationships." *(Adapted by the National Children's Bureau August 2003)*

Effective SRE is essential so that young people are able to make responsible and well informed decisions about their lives. The aim of SRE is to equip children with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being. A successful programme will, therefore, contribute to the development of pupils' sense of responsibility, encourage a positive self image and reassure them of their value and worth. It will also help them in their transition from childhood to adolescence. A sex education programme should emphasise equality and responsibility in relationships and confront exploitation based on gender.

What is the school's responsibility to parents?

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Updated government safeguarding guidance is now available: Keeping Children Safe in Education (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf which includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government *Multi-agency practice guidelines: Female Genital Mutilation (2014)* which includes a section for schools.

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect school to provide a safe and secure environment. Staff will take notice of any fears or worries that children bring into the classroom. Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should carry out the procedures set out in the School's Child Protection and Safeguarding policy. Any signs of abuse concerns or suspicions must be reported to the Designated Person for child protection.

Aims of SRE:

Taking account of the age, maturity and needs of pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;

- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- give information on where individuals and families can get help and support.
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;

In order to achieve our aims, at Cannon Lane Primary School, we will endeavour to:

- Be sensitive to pupils of all cultures and religious communities.
- Ensure that teachers and pupils respect each other's privacy. Discussions will be kept to the 'general' rather than the 'actual' (and always be based on the ground rules negotiated with the class).
- Make the SRE programme appropriate to the age and understanding of the pupils.

SRE has 3 main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

1. Attitudes and Values

Good quality SRE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others. The process of values clarification and development is common across the broader subject of PSHE.

2. Personal and Social skills

Children will be learning to manage emotions and relationships confidently and sensitively, as well as developing self-respect and empathy for others. Children will learn to make choices based on an understanding of differences and with an absence of prejudice, developing an appreciation of the consequences of choices made.

3. Knowledge and Understanding

There are links between the PSHE education programme and SRE, which enable children to learn and understand physical development at appropriate stages. The emotional well-being elements of PSHE also allow children to understand human sexuality, reproduction, sexual health, emotions and relationships.

Organisation and Procedures for the teaching of SRE

SRE will be taught as discrete lessons in the Spring Term. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's age and development.

Lessons will be class-based and include a variety of learning opportunities e.g. paired work, group work, discussion, watching videos, and drawing and labelling diagrams. In addition to this, children will be introduced to topics through the National Curriculum Science Programmes of Study (statutory) and the regular teaching of PSHE. Sex education will be taught in the context of relationships.

SRE lessons will normally be taught in mixed sex groups unless this is not thought to be appropriate by the school. SRE will be taught by class teachers and may on occasions be supported by a Local Authority school nurse.

Appendix A identifies progression from Reception to Year 6.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the scientific names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and teachers will use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent;
- class teachers will use their professional judgement when responding to any questions that children raise during lessons taking into account the age and maturity of the children and legislation relating to equality and diversity.

Resources

Ofsted identifies a feature of outstanding PSHE as the use of a 'range of well-chosen and imaginative resources to support learning, such as case studies, scenarios, visual images and video clips'.

Use of a range of resources (e.g. images, 3-D models, stories and game) can enhance and enrich SRE. At Cannon Lane Primary School, teachers will use schemes of work from the Christopher Winter Project and BBC Active Sex and Relationship Programme DVD. The Christopher Winter resource is highly recommended by the PSHE Association.

Parents are invited to view SRE resources, if they wish (please contact the school office).

National Curriculum Science

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. The new *National Curriculum for Key Stages 1–3* applies from September 2014.

Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5). The

programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

Year 1 Science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the parts of their body and to seek help if they are abused. Ofsted has raised concerns about primary schools failing to teach correct names for sexual parts of the body.

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

Monitoring and Evaluation

The SRE Policy will be monitored by the SRE Co-ordinator and the Governing Body.

Equal Opportunities

The Governing Body will comply with current legislation regarding Equal Opportunities. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 (*DfE 2014*).

All pupils at Cannon Lane Primary School will be given equal opportunities to access the SRE curriculum regardless of race, sex, religion, ethnic group, culture or ability.

Special Educational Needs

Children identified as having special educational needs will be supported through differentiated teaching and learning activities and, where necessary, through additional adult support.

Parental Involvement

Parents and Carers are recognised as important stakeholders in the school community and parental involvement is welcomed. Consultation with parents will take place whenever the SRE Policy is reviewed. School policy documents are an important point of reference and will be made freely available to parents on request.

Parents will be informed before discrete SRE lessons are taught and will have the opportunity to view resources which are to be used.

APPENDIX 1

Progression between Science, PSHE and SRE

Year Group	Science Programme of Study – Statutory Requirements	PSHE Programme of Study	Sex and Relationships Programme of Study – Christopher Winter Project	Vocabulary
EYFS	<p>Understanding the world:</p> <ul style="list-style-type: none"> Children make observations of animals and plants and explain why somethings occur and talk about changes. 	<p>PSED: Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. (Statutory) <p>Ourselves and our families:</p> <ul style="list-style-type: none"> Relationships how we grow and the differences between what we can do as a baby and what we can do as school children. 	<p>Our lives:</p> <ul style="list-style-type: none"> Our Day Keeping ourselves clean Families 	<p>Science: Head, arms, legs, knees, shoulders. Toes, stomach, bottom,</p> <p>PSED love, kindness, friendship, sharing, taking turns, family, mum, dad, sister, brother, guardian, carer.</p>
1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. 	<p>Pupils should have the opportunity to learn about:</p> <ul style="list-style-type: none"> Ways to communicate their feelings to others, to recognise how others show feelings and how to respond. Processes of growing from young to old and how people’s needs change. Growing and changing and new opportunities and responsibilities that increased independence may bring. Identify their special people (family, friends, carers) what makes them special and how 	<p>Growing and caring for ourselves:</p> <ul style="list-style-type: none"> Keeping clean Growing and changing Families 	<p>Science: Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p> <p>PSHE / SRE Key Stage 1: Boy, girl, gender, pregnant, baby, child, teenager, elderly, life</p>

		<p>special people should care for one another.</p> <ul style="list-style-type: none"> To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.) 		<p>cycle, change, grow, feelings, love, care,</p>
2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grown into adults. (SHOULD include, reference to baby, toddler, child, teenager, adult.) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<p>Pupils should have the opportunity to learn about:</p> <ul style="list-style-type: none"> About change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby.) Processes of growing from young to old and how people's needs change. Growing and changing and new opportunities and responsibilities that increased independence may bring. The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.) 	<p>Differences:</p> <ul style="list-style-type: none"> Differences between boys and girls. Differences between male and female. Naming the body parts. 	<p>Science: Baby, toddler, child, teenager, adult</p> <p>PSHE / SRE: Boy, girl, gender, penis, testicles, vagina, , baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, uncomfortable feeling</p>
3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Children should understand that pollination is the movement of pollen 	<p>Pupils should have the opportunity to learn about:</p> <ul style="list-style-type: none"> About change, including transition (between key stages and schools) loss, separation, divorce and bereavement. That bacteria and viruses can affect health and that following simple routines can reduce their spread. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. To know what constitutes a positive, healthy 	<p>Valuing differences and keeping safe:</p> <ul style="list-style-type: none"> Differences between male and female Personal space Family differences 	<p>Science: Pollination, pollen, male, ovule, female, seed.</p> <p>SRE / PSHE: Change, grow, mature, feelings, emotions, reproductive organs, penis, testicles, vagina,</p>

	<p>from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule.</p>	<p>relationship and develop the skills to form and maintain positive and healthy relationships.</p> <ul style="list-style-type: none"> To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond. 		
4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule. 	<p>Pupils should have the opportunity to learn about:</p> <ul style="list-style-type: none"> How their body will, and emotions may change, as they approach and move through puberty. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. To be aware of different types of relationships, including between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond. 	<p>Growing up:</p> <ul style="list-style-type: none"> Growing and changing What is puberty? Puberty changes and reproduction. 	<p>Science: Pollination, pollen, male, ovule, female, seed. SRE / PSHE: Puberty, change, grow, mature, genitals, vagina, penis, testicles, breasts, reproductive organs, menstruation, uterus, fallopian tubes, ovary, ovaries, cervix, menstrual cycle, periods, Adam's apple, scrotum, sperm, sweat, body odour,</p>
5	<p>Animals, including humans</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Describe the changes as humans develop into old age, including puberty. 	<p>Pupils should have the opportunity to learn about:</p> <ul style="list-style-type: none"> How their body will, and emotions may change, as they approach and move through puberty. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and 	<p>Puberty:</p> <ul style="list-style-type: none"> Talking about puberty. Male and female changes. Puberty and hygiene. 	<p>Science: gestation, period, pregnancy, sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live</p>

	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. 	<p>unwanted contact.</p> <ul style="list-style-type: none"> To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. To be aware of different types of relationships, including between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond. 		<p>birth, gestation period</p> <p>PSHE / SRE: Puberty, change, grow, mature, genitals, vagina, penis, testicles, breasts, feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovaries, cervix, menstrual cycle, periods, Adam's apple, scrotum, sperm, sweat, body odour, sanitary towel, tampon</p>
6	<p>Pupils should be taught</p> <p>Evolution and Inheritance:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and 	<p>Pupils should have the opportunity to learn about:</p> <ul style="list-style-type: none"> How their body will change and emotions may change as they approach and move through puberty. About human reproduction. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact To recognise what makes a positive, healthy, relationship and develop skills to form and 	<p>Puberty, relationships and reproduction:</p> <ul style="list-style-type: none"> Puberty and reproduction. Understanding relationships. Conception and pregnancy Communicating in relationships 	<p>Science: Change, offspring, Characteristics, Variation, cross- breed, DNA, Chromosomes</p> <p>PSHE / SRE: Puberty, change, grow, mature, genitals, strong feelings, reproductive organs, menstruation,</p>

	<p>plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>maintain positive and healthy relationships.</p> <ul style="list-style-type: none"> • To be aware of different types of relationships, including between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. 		<p>uterus, fallopian tubes, ovaries, cervix, vagina, penis, scrotum, testicles, sperm, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent</p>
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