



## SRE POLICY

Approved By: Curriculum, Inclusion and Community Committee

Ratified By: Full Governing Body

Reviewed: Spring 2023

Date of Next Review: Spring 2024

**REVIEWED BY: MRS K JONES**  
**CHAIR OF GOVERNORS**

**Signature:** *Kathleen Jones*

**Date:** March 2023



## **Seaton St Paul's C of E Junior School**

### **Personal, Social, Health and Citizenship Education**

#### **Sex and Relationships Policy**

**This policy should be read in conjunction with, and is linked to, the school's Safeguarding Policy and PSHE Policy.**

**Seaton St Paul's C of E Junior School Policy for 'Sex and Relationship Education' has been devised with due consideration to and in line with guidance given in: -**

DfE Guidance 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education

DfE Guidance 0116/2000: 'Sex and Relationship Education Guidance'.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Cumbria Education Service: Sex and Relationships Education Policy and Guidance, 2003.

Sex and Relationships Education for the 21<sup>st</sup> Century: PSHE Association, 2014.

Jigsaw PSHCE Scheme of work.

DfE National Curriculum for KS2

**The aim of this Sex and Relationship Policy is to clarify the content and the manner in which SRE is delivered at Seaton St Paul's C of E Junior School.**

## **Sex and Relationships Policy**

Seaton St Paul's C of E Junior School is a large village junior school with 234 pupils on roll from 7 - 11 years of age.

The school is a Church of England school and has strong links with St Paul's Church.

The school's Aims, Vision and Ethos/Values Statements underline the school's commitment to developing the whole child in preparation for life as active, healthy, responsible, adult citizens and the Sex and Relationships Policy and Scheme of work form part of that commitment.

The Sex and Relationship Policy will demonstrate and encourage the following values:

- Respect for self.
- Respect for others.
- Responsibility for one's own actions.
- Responsibility for family, friends, school and the wider community.

### **Policy Formation and Consultation Process**

#### **The Governing Body**

The Governors of Seaton St Paul's C of E Junior School believe that Sex and Relationships Education should be part of the educational entitlement of all pupils who attend the school.

#### **The Role of Parents**

The prime responsibility for bringing up children rests with parents and therefore the school has consulted parents (and will do so on an annual basis with necessary information being given out) on the content and presentation of the Sex and Relationship Programme of Study delivered at Seaton St Paul's C of E Junior School.

#### **The Role of Pupils**

We believe it is important that children are consulted so that their wishes are communicated to parents during the consultation meeting and the Programme of Study adjusted, if this is considered appropriate by parents, Governors and staff and complies with national and local guidance.

### **Aims of Sex and Relationship Education:**

Seaton St Paul's C of E Junior School believes that Sex and Relationship education will be developmental and a foundation for further work in the secondary school.

#### **We aim to ensure that pupils:**

- Develop confidence in talking, listening, and thinking about feelings and relationships and therefore give opportunities to help raise pupils' self-esteem.
- Are able to name parts of the body and describe how their bodies work.
- Are able to protect themselves and ask for help and support.
- Are properly prepared for puberty.

**Within the bounds of the agreed Programme of Study we also aim:**

- To provide accurate information to enable pupils to make responsible and informed decisions.
- To help and support pupils through their physical, emotional and moral development.
- To help pupils to develop the skills and understanding they need to live confident, healthy and independent lives.
- To help pupils understand differences and to respect both themselves and others, to prevent and remove prejudice.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at school, and help prepare them for opportunities, responsibilities and experiences of adult life.
- To enable pupils to understand human sexuality and to respect themselves and others.
- To equip pupils with communication and decision-making skills.
- To develop relationship skills.

### **The Content of the Sex and Relationship Curriculum at Seaton St Paul's C of E Junior School**

*'At the primary stage, the aim of Sex and Relationship Education should be to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.'*

(DFE: Circular 5/94)

*'Sex and relationships 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 personal, social, health and economic education (PSHE).*

*A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.'*

(PSHE Association, 2014)

Developing and understanding relationships is a huge part of the ethos and culture of Seaton St Paul's C of E Junior School.

Relationships are explored and developed throughout the school in a variety of ways:

**Implicitly:** through the interpersonal relationships of pupil, staff, parents, governors and visitors and through the day-to-day communication between all of these parties.

**Thematically:** through discussions and follow-up work in Religious Education, such as, Friendship, Buddhism, Leaders and Founders, Christianity, Judaism, Stewardship, Rules, Pilgrimages, Faith, Sacred Texts and Worship and Community.

**Explicitly:** through the Science curriculum, PSHE Jigsaw scheme, Kidsafe programme and Sex and Relationship Education in Year 6 (See below for details).

**Discretely:** through Circle Time, School Council activities, Class Charters and Magnificent 7, 'Support Group Approach' to bullying, Assemblies and Collective Worship as well as other focused work in Geography.

Citizenship objectives will be covered during PSHE Jigsaw lessons as well as theme days and visitor assemblies. Citizenship in RE, Science and Geography outline further ways in which the understanding of relationships are explored and developed throughout the school.

### **The Science Curriculum:**

The National Curriculum for Science states that pupils should be taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

We achieve this in the Science curriculum through the following Programme of Study:

#### **Year 3:**

##### **Science - Animals including Humans**

- The pupils cover health, nutrition and movement.

#### **Year 4:**

##### **Science - Animals including Humans**

- The pupils cover teeth and eating.

#### **Year 5:**

##### **Science - Life Cycles**

- The pupils study the life cycle of plants and animals.
- The pupils study describing the life process of reproduction in some animals and plants.

#### **Year 6:**

##### **Science-Animals including Humans**

- The pupils study exercise and the circulatory system.
- The pupils study living things producing offspring of the same kind, but how they vary and are not identical to their parents

### **Curriculum Guidance 5 - 'Health Education', recommends we teach the following:**

Pupils should:

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- Know there are different patterns in friendship; be able to talk about friends with important adults.
- Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment.

- Healthy diet (including understanding calories, and other nutritional content), planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) about safe and unsafe exposure to the sun, the importance of sleep, dental health, personal hygiene and germs how they are spread and treated, and the importance of handwashing.
- Allergies, immunisation and vaccination.
- What positively and negatively affects their physical, mental and emotional health, different emotions, conflicting emotions and feelings.
- The roles of voluntary, and community groups, especially in relation to health and wellbeing.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing, people who are responsible for helping them stay healthy and safe.
- When they need help and to develop the skills to ask for help.
- Responsible use of mobile phones, online behaviour.
- Pressures to behave in an unacceptable, unhealthy or risky way.
- Basic first-aid, how their body will, and their emotions may, change as they approach and move through puberty.

Further guidance of what should be covered by the end of primary school can be found in Appendix A.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

We achieve this in Sex and Relationships Education Programme through the following Programme of Study:

Year 3 How babies grow and how boys' and girls' bodies change as they grow older

Year 4 Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 Puberty for boys and girls, and conception

Year 6 Puberty for boys and girls and understanding conception to birth of a baby

#### Year 6:

The pupils are encouraged to examine the following concepts in relation to SRE in Year 6:

To consider the physical and emotional changes that take place as girls go through puberty, these include:

- Wearing of bras
- Starting periods
- Boyfriends/idols and the special feelings that develop for some people.

#### Specific Vocabulary that will be Used:

- Nipples
- Breasts
- Genitals

- Sweat glands
- Spots
- Periods/Menstruation/Menstrual Cycle
- Period pains
- Moods
- Hormones
- Hair growth
- Fertilization
- Egg
- Sperm
- Vagina
- Lining of womb
- Tampons
- Sanitary towels
- Sex

To consider the physical and emotional changes that take place as boys go through puberty, these include:

- Physical growth
- Emotional change
- Girlfriends/ids and the special feelings that develop for some people.

Specific Vocabulary that will be Used:

- Penis
- Testicles
- Genitals
- Erection
- Hormones
- Muscles
- Sweat glands
- Hair growth
- Voice breaks
- Sperm
- Egg
- Fertilization
- Spots

To address the concerns and worries of young women and young men as they approach this time in their lives.

To make girls more aware of the changes that occur in boys as they become young men.

To make boys more aware of the changes that occur in girls as they become young women.

To understand the importance of developing loving and trusting relationships before starting sexual activity.

To know how babies are made.

To know how babies are born and see the birth of a baby.

To understand the commitment and effort needed to bring up a baby.

### **Sex and Relationships Education at KS2:**

To recognise different types of relationships.

Marriage and civil partnerships.

Healthy/unhealthy relationships.

How their bodies and emotions will change during puberty.

Human reproduction.

Differences and similarities between people family, culture, ethnicity, race, religious diversity, age, sex, gender identity, sexual orientation and disability.

Recognise and challenge stereotypes. Independence and keeping safe.

Personal boundaries and right to privacy.

How to manage image requests.

Forced marriage.

People who can help keep them healthy and safe.

### **Organisation and Delivery of the Sex and Relationship Curriculum**

SRE is taught within the PSHCE curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in RE.

The delivery of the SRE curriculum to pupils in Years 3, 4 and 5, is done in a variety of ways, many of which have been outlined above. The work is planned using the Jigsaw scheme for PSHCE, delivered to the whole class and is differentiated according to age and ability.

The programme has been carefully planned to ensure continuity and progression of knowledge and skills across the Key Stage. More information can be found in the PSHCE Jigsaw folders or the Jigsaw website.

The delivery of the SRE curriculum in Year 6 is organised very carefully to create the most suitable environment for this sensitive aspect of the programme.

During these sessions, pupils will be given the opportunity to work in small groups and larger groups in their class. They will watch the videos together as a year group. The teaching staff will facilitate discussion on the specific concepts, answer questions, tackle misconceptions and introduce activities or tasks to enhance learning opportunities and consolidate facts.

Pupils will be given the opportunity to express themselves and articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships. Pupils will also be given time to discuss and ask questions in same sex groups.

### **Ground Rules for SRE to establish a safe environment**

Teachers and pupils will initially set out the protocol/ground rules for SRE sessions:

- Personal information must not be disclosed.
- No one, teacher or pupil will have to answer a personal question.
- No one will be forced to take part in discussion.
- Only the correct names of body parts will be used.
- Meanings of words will be explained in a sensible and factual way.



Additional ground rules may be established within the group prior to SRE taking place.

### **Distancing Techniques**

Selected videos from our Jigsaw scheme will be used as the focus for SRE to help teachers 'distance' themselves and protect pupils' privacy.

Characters from the videos will be talked about and issues around these characters discussed to enable pupils to discuss sensitive issues and develop their decision-making skills in a safe environment.

### **Dealing with Questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class or group setting when the group is establishing the ground rules.

If questions are too personal, the pupils must be reminded of the ground rules, agreed by the group.

If a teacher feels that a particular pupil needs further support as a result of a particular question asked, the teacher can decide to refer the pupil to another, more appropriate person such as parent, school nurse etc.

If a teacher does not know the answer to a question, it is important to acknowledge this and explain to the pupil that you will find out or they should find out by asking another trusted adult such as a parent.

If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and agree to attend to it later on an individual basis. In this way, the pupil will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must make sure that they talk to the pupil later.

If the teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedure and inform the DSL (L. Carini) of their concerns.

A question box will be available during the SRE sessions in which pupils can post questions anonymously to be answered, if appropriate, in the following SRE session.

### **Reflection**

SRE sessions should always end with a period of reflection to encourage pupils to consolidate what they have learned and to form new understanding, skills and attitudes.

Questions to help pupils reflect on their learning include:

- What was it like doing this discussion today?
- What did you learn from the other pupils, especially those who had a different experience or belief from your own?
- What will you be able to do as a result of this discussion?
- What else do you believe you need to think or learn about?

### **Working with Parents**

Parents will be given detailed information before the commencement of SRE in all year groups and after each Year 6 SRE session so that they are made fully aware of the objectives and content covered in each workshop. This will help parents prepare for possible questions from their children, which may arise as a result of workshop discussions.

### **Specific Issues Related to Sex and Relationship Education**

#### **Equal Opportunities, Inclusion and Disability**

The information outlined in this Sex and Relationship Policy is pertinent for all pupils regardless of their physical or intellectual capabilities.

The SRE education that the children receive at Seaton St Paul's C of E Junior School will be consistent, and the language and methodologies used will be adapted where necessary to accommodate pupils with disabilities.

#### **Confidentiality**

It is almost inevitable that effective SRE, which allows for open discussion to take place, may lead to disclosures from pupils. It is essential, therefore, that teachers delivering SRE are completely familiar with the child protection procedures within the school.

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated safeguarding lead (DSL), in this case, the Assistant Headteacher, Miss Kinsella.

The DSL should make sensitive arrangements, in discussion with the child, to ensure that parents and carers are informed. The designated member of staff would then address the child protection issues.

It is only in the most exceptional circumstances that school should be in the position of having to handle information without parental knowledge. This would be grounds for serious concern and child protection issues should be addressed.

Teachers should never promise confidentiality and pupils do not have the right to expect that incidents in the classroom will not be reported to his/her parents. This should be made clear to pupils at the setting of ground rules for SRE.

Wherever possible and where appropriate, teachers should always encourage pupils to discuss their concerns with their parent/carers.

#### **Safeguarding & Child Protection Procedure**

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the DSL, in this case, the Headteacher (L. Carini).

The Headteacher and DDSL will then follow the procedures set out in the school's Safeguarding & Child Protection Policy.

#### **Religion and Faith**

Whilst Cumbria is predominantly a white, Christian community, other faiths, religions and cultures are part of our community.

Specific needs or issues related to other faiths or religions will need to be sought prior to the delivery of the SRE programme.

### **Homophobic Bullying**

Whilst Gay, Lesbian, Transgender and Bisexual relationships will not be discussed as part of SRE during the Science aspect, it is covered during our Jigsaw PSHE lessons and name calling, ridicule, teasing or any other act of homophobic aggression towards pupils/others will be dealt with seriously in line with the school's Anti-bullying Policy and the school's policy on 'Dealing with Severely Disruptive Behaviour'. Heterosexual and homosexual relationships will be discussed where appropriate in Jigsaw sessions in PSHCE.

### **Contraceptive Advice for Under 16s**

Whilst contraceptive advice is a major part of the Government's strategy to reduce teenage pregnancies, this advice will not be delivered as part of Seaton St Paul's C of E Junior School's SRE Policy. Advice on contraceptives will be given to pupils at secondary school.

### **Involvement of Health Professionals/Visitors**

Occasionally, health professionals, such as the School Nurse may be asked to provide or assist in the delivery of aspects of health education.

### **Child Withdrawal Procedures & Arrangements for Pupils who are Withdrawn from SRE**

Parents have the right to withdraw their children from part or all of the SRE provided by the school except for those parts included in the statutory National Curriculum.

If a parent wishes to withdraw their child from SRE, written notification must be given to the Headteacher prior to the commencement of the SRE programme.

The school will discuss with the parents their decision sensitively in order to try to reassure and explore the concerns of the parents, in the hope that these concerns can be resolved.

The right to withdraw will not affect spontaneous discussion or honest answering of questions that arise naturally in other curriculum areas.

The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of SRE.

Involving parents in the consultation process each year should help to reassure parents about the SRE programme and hopefully parents will be less likely to want to withdraw their children from this vital part of education.

### **Complaints Procedures**

Complaints about the Sex and Relationship curriculum should be addressed initially to the Headteacher and then to the Governing Body in line with the school complaints procedure.

### **Monitoring and Evaluation of the Policy and Programme of Study**

Pupils will be asked to complete questionnaires at the end of the programme of study in order to evaluate the effectiveness of the Sex and Relationship Education Programme for the purposes of informing future planning.

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems. Teachers involved in the preparation and delivery of the SRE programme will discuss its effectiveness as an ongoing process as is the practice of effective primary practitioners.

Reviewed by: C McGlasson

## **Appendix A**

**Taken from: DfE Guidance 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education**

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 21

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

#### Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful relationships

#### Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - practical steps they can take in a range of different contexts to improve or support respectful relationships.
  - the conventions of courtesy and manners.
  - the importance of self-respect and how this links to their own happiness.
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- <sup>13</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. <sup>22</sup>
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
  - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
  - the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

#### Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being safe

#### Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.