Leading Learners Academy Trust

Policy Documentation

SRE Policy

Our Vision

Our vision for Sex and Relationship Education (SRE) is to begin the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and committed relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity. (DFES 2000)

Primary School children in modern society are exposed to many aspects of adult life and image. They begin to make their own sense of these from an early age. Parents and teachers share responsibility to help them in this and work together to ensure children build an accurate foundation of knowledge, skills and attitudes which will enable further concepts to be added to as the children grow and develop. Children have an entitlement to relationship and sex education and this should be delivered within the context of caring relationships and a moral framework.

Date of policy: November 2020

Review date:

Responsibility for review:

Aims

- To ensure a sound knowledge of human reproduction which can be built upon as the children grow and develop.
- To help children develop healthy, responsible and caring relationships.
- To help pupils develop self-respect, confidence and empathy.
- To prepare children for the opportunities, responsibilities and experiences of adult life.
- To promote the spiritual, moral, cultural, mental and physical development of pupils in school.

Objectives

- To work towards these aims in partnership with parents.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care, and to develop sensitively towards the needs of others.
- To set a programme of Sex and Relationships Education within the programme of PSHE, Science and other relevant areas of the curriculum.
- To respond sensitively and appropriately to children's questions accurately in an open and honest manner.
- To introduce and develop themes at an appropriate depth in keeping with the child's development and maturity.
- To educate against discrimination and prejudice.
- To work in partnership with the appropriate external agencies, e.g. school nuSRE.

Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's SRE programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations.
4. Pupil consultation – we spoke to pupils about the skills they would like to learn, in order to ensure it meets their needs.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Requirements on schools in law

We currently deliver Relationships education as part of PSHE in order to meet the spiritual, moral and cultural development of our pupils. **From Summer 2021 r**elationships education is compulsory in primary schools, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty as part of PSHE lessons in year 6. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens. **From Summer 2021** schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

Curriculum

We pride ouSRElves on our PSHE curriculum and this updated curriculum has been planned to equip children with the knowledge and skills to safeguard themselves.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child will cover how to treat each other with kindness, consideration and respect. Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. The SRE curriculum will develop the children's knowledge and understanding, skills and attitudes. Lessons are taught weekly and each lesson is allocated a 1 hour slot in the timetable.

Most teaching groups will be mixed gender but if felt more appropriate, single sex groups may be formed. For puberty education in years five and six, some lessons may be led or supported by the school nuSRE and will be delivered in a combination of mixed and single gender groups.

At Leading Learners Academy Trust, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of SRE and Health Education.

The PSHE and SRE policy at Leading Learners Academy Trust promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics, (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.) Schools within the Trust are free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

The SRE programme is relevant to both boys and girls and acknowledges different ethnic, religious and cultural attitudes. As a school we consult pupils and parents/carers about their needs, take into account their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. On average, about 5% of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. The SRE programme acknowledges this and includes sensitive, honest and balanced consideration of sexuality.
We ensure that our SRE is delivered at a level which is appropriate for the children's age and physical development and make adaptations for those children with Special Educational Needs.

Below is an outline of the SRE unit focus for each Year group.

Year group	SRE unit focus
NuSREry	• To identify what family means and the people who can support them. • To show affection and concern to people who are special to them. • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • To accept the needs of others and take turns and share resources. • To express their own feelings, such as sad, happy, cross, scared and worried. • To be aware that some actions and words can hurt others' feelings. • To know what is safe to go in their body.

	• To know what can contribute to good health. • To identify what their body needs.
Reception	• To identify who can help, support and keep them safe. • To understand the value of friendship and how to be a good friend. • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • To accept the needs of others and take turns and share resources. • To recognise their own emotions to a range of different experiences. • To understand what is safe to go in their body. • To recognise which foods we need to eat more and less of to be healthy. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To know how to keep safe online. • To know the difference between safe and unsafe touch. • To know that a baby comes from a mother's tummy. • To know the correct names for the parts of their body, including the parts that are private.
Year 1	• To identify a range of feelings and how others might be feeling by reading body language and facial expressions. • To know how it feels to belong to a family and care about the people that are important to them. • To recognise emotions and feelings associated with being unsafe. • To explain the difference between unkindness, teasing and bullying. • To recognise which foods we need to eat more and less of to be healthy. • To know that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To know how diseases can be spread. • To explain the difference between appropriate and inappropriate touch. • To know the correct names for the parts of their body, including the parts that are private. • To respect their body and understand which parts are private.
Year 2	• To identify situations in which they would feel safe or unsafe. • To use a range of words to describe feelings. • To identify special people in the community that can help to keep them safe. • To define what is meant by 'bullying' and 'teasing' showing an understanding of the difference between the two. • To understand and describe strategies for dealing with bullying. • To identify situations in which they would need to say 'Yes', 'No' 'I'll ask' or 'I'll tell' to keep me safe. To know that some choices can be healthy and some choices can be unhealthy. • To explain the importance of good hygiene and how germs can be spread. • To understand that medicines can sometimes make people feel better when they are ill. • To identify people that are special to them. • To recognise that friendship is a special type of relationship. • To recognise that some touches are not fun and can hurt or be upsetting. • To explain what privacy means. • To recognize that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • To identify which parts of the human body are private, using their correct names. • To identify how inappropriate touch can make someone feel.
Year 3	• To identify risk factors in given situations.

	• To identify qualities of friendships and suggest reasons why friends sometimes fall out. • To understand and explain some of the reasons why people are bullied. • To explain what is meant by the term 'balanced diet' • To explain how some infectious illnesses are spread from one person to another. • To identify situations which are safe or unsafe. • To identify key people that keep them safe. • To understand that medicines are drugs and suggest ways they can be helpful or harmful. • To recognise the potential risks involved with browsing online. • To recognise appropriate behaviour online as well as offline. • To identify different types of relationships. • To identify people who they have a special relationship with and identify strategies for maintaining positive relationships. • To recognise that there are many different types of family. • To define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret. • To understand what is meant by the term personal space.
Year 4	• To identify a wide range of feelings and recognise that different people can have different feelings in the same situation. • To give examples of strategies to respond to people being bullied, including what people can do or say. • To understand and identify stereotypes, including those promoted in the media. • To identify the people who help them to stay healthy and safe. • To define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. • To understand that medicines are drugs and explain safety issues for medicine use. • To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • To recognise that I have different types of relationships with people I know. • To explain what we mean by a 'positive, healthy relationship'. • To recognise that there might be times they need to say 'no' to a friend. • To recognise that marriage is a commitment to be entered into freely and not against someone's will. • To define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • To understand how the onset of puberty can have emotional as well as physical impact. • To understand that they have the right to protect their personal space.
Year 5	• To demonstrate how to respond to a wide range of feelings in others. • To develop an understanding of discrimination and its injustice. • To demonstrate strategies to deal with face-to-face and online bullying. • To recognise that some people can get bullied because of the way they express their gender. • To understand that the information we see online, either text or images, is not always true or accurate. • To use a range of words and phrases to describe the intensity of different feelings. • To understand that online communication can be misinterpreted. • To reflect on what information I share online and offline. • To recognise that there are positive and negative risks when making a decision. • To explore and share my views about decision making when faced with a risky situation. • To know the harmful effects of smoking and drinking alcohol. • To define some key qualities of friendship.

	• To identify what things can make a relationship unhealthy. • To identify people who can be trusted and describe strategies for dealing with uncomfortable situations. • To recognise how their body feels when it is relaxed and how it feels when it is nervous/sad. • To identify people that are responsible for keeping them safe and healthy. • To explain the difference between a safe and unsafe secret. • To identify some products that they might need during puberty and why. • To know the correct words for their body parts, including the parts that are private. • To understand that they have the right to decide what happens to them and their bodies.
Year 6	• To identify strategies for keeping personal information safe online and understand that responsible and respectful behaviour is necessary when interacting with others online and face-to-face. • To demonstrate ways of showing respect to others, using verbal and non-verbal communication. • To recognise that bullying and disrespectful behaviour can result from disrespect of people's differences. • To know the risks of sharing photos of themselves with other people directly or online. • To explain what the Five Ways to Wellbeing are and describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • To define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour. • To explain how drugs can be categorised into different groups depending on their legal and medical content. • To explain the difference between a friend and an acquaintance. • To recognise some of the challenges that arise from friendships. • To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so. • To recognise that some types of physical contact can produce strong negative feelings. • To explain the difference between a safe and unsafe secret. • To define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. • To recognise some of the changes they have experienced and my emotional responses to those changes. • To identify the changes that happen through puberty to allow sexual reproduction to occur. • I can understand the risks related to growing up and explain the need to be aware of these. • To understand that they have the right to decide what happens to them and their bodies.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

Safeguarding and Responsibility

PSHE and SRE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and SRE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Leading Learners Academy Trust receive safeguarding training.
Due to nature of the topics covered in the PSHE and SRE education programmes, all teachers are made aware of the Leading Learners Academy Trust guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

How SRE is monitored and evaluated

The school will assess SRE as part of the PSHE curriculum. A range of methods will be used including lesson visits, big book looks and pupil questionnaires. As a result of these assessments, future curriculum delivery may change.

How SRE is assessed, recorded and reported

Teachers assess the children's work in SRE as they do in PSHE- making informal judgements as they observe them during lessons. Work is recorded in PSHE class floor books and this is monitored termly.

Children's progress in PSHE is reported to parents in their end of year reports.

Parental concerns and withdrawal of students

The school will provide opportunity for parents to visit and view the teaching materials used in SRE and be able to ask questions and discuss the programme. Parents will be informed prior to lessons in puberty and sexual relationships well in advance and will be able to view any resources.

It is important for parents to know that they have the right to withdraw their child from some sex education elements of the programme. Parents wishing to withdraw their child will be invited to speak with the head

teacher to talk through any concerns. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons. From September 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE but not Relationships Education.

Roles and responsibilities

The Academy Trust

The PSHE and SRE policy will be approved by Leading Learners Academy Trust governing body and they will hold the Head teachers to account for its implementation.

The Head teachers

It is the responsibility of the Head teachers to ensure that PSHE and SRE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of SRE

Staff

The staff across Leading Learners Academy Trust are responsible for:

- The delivery of PSHE and SRE in a sensitive way
- Modelling positive attitudes to PSHE and SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Principal.

Pupils

There is an expectation that all pupils across the Leading Learners Academy Trust fully engage in PSHE and SRE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and SRE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

Dissemination of the Policy

This policy will be reviewed bi-annually by the PSHE/SRE Subject Leaders, the curriculum leader and the head teachers. Any alterations that come from this review will be discussed and ratified by the appropriate governing body sub-committee.

Written by: Julie Batey, Laura Brogan, Ashleigh Douglas, Nicola Harding and Jayne Isaacs

Ratified by the Governing Body on:

Policy Review and Priority areas

Next Review:

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar. The head teacher will also invite visitors from outside the school, such as school nuSREs or sexual health professionals, to provide support and training to staff teaching SRE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

This policy should be read in conjunction with the following policies:

- Safeguarding
- Equal Opportunities
- Inclusion
- Behaviour Policy
- Special Needs
- Anti-bullying
- Early Years Framework
- The National Curriculum Key Stages 1 and 2