



SEX AND RELATIONSHIP EDUCATION POLICY

This policy also applies to the EYFS

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Signed: Ms A Morley (Chair of Governing Board)

SEX AND RELATIONSHIP EDUCATION POLICY

This policy sets out details of SRE at Lyonsdown School and should be read in conjunction with other relevant policies, including: PSHCE, SMSC, EYFS Curriculum, RE, Pastoral Care and Pupil Support, Anti-bullying, Behaviour and Safeguarding and Child protection policy and procedures.

Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. At Lyonsdown School our role is to support pupils as they move through the stages of childhood and into adolescence.

It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research shows that good, comprehensive SRE helps young people to make a more informed choice about when to enter a relationship of a sexual nature.

Parents and carers have the right to withdraw their children only from all or part of those elements of SRE which are not included in the statutory National Curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHCE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Head to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk.) Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class.

Moral and Values Framework

SRE reflects the values of the Personal, Social, Health, and Citizenship Education (PSHCE) programme. SRE will be taught in the context of loving relationships.

In addition, SRE promotes self-esteem and emotional health and well-being and aims to help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills;
- develop positive values and a moral framework that will guide their decisions and behaviour;
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children;
- respect themselves and others, their views, backgrounds, cultures and experiences;
- develop loving, caring relationships based on mutual respect;
- be able to name the parts of the body and understand the process of human reproduction;
- understand the reasons for and benefits of delaying sexual activity;

- be prepared for puberty and the emotional and physical effects of body changes;
- understand the attitudes and skills needed to maintain their sexual health;
- recognise and avoid exploitative relationships;
- value, care for and respect their bodies;
- access additional advice and support where needed.

At Lyonsdown School we believe that:

- every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, or being disadvantaged or looked after children;
- all pupils should have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the teaching outline given below;

The Teaching Programme for Sex and Relationship Education

We use the statutory guidance National curriculum in England: science programmes of study, updated 6 May 2015 and refer to SRE Guidance (DfE 0116/2000) July 2000. However, The Children and Social Work Bill (March 2017) (with possible effect from September 2019) has been regarded when writing this.

Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHCE guidance.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE curriculum will be taught in:

- PSHCE through designated lessons, circle time, focused events;
- other Curriculum areas, especially Science, English, RE and PE;
- enrichment activities, e.g. assemblies, educational visits, visitors coming into school, social skills groups.

Foundation Stage

- Find out about and identify some features of living things and objects and events they observe.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Form good relationships with adults and peers.
- Dress and undress independently and manage their own personal hygiene.

Key Stage 1

Through the statutory science curriculum:

- know that animals, including humans, move, feed, grow and reproduce;
- know that humans and other animals can produce offspring and these grow into adults;
- recognise and compare the main external parts of the bodies of humans and other animals;
- recognise similarities and differences between themselves and others, and to treat others with sensitivity.

Through the non-statutory PSHCE curriculum most relevant to SRE:

- know about the process of growing from young to old and how people's needs

change ;

- know the names of the main parts of the body;
- know rules for, and ways of, keeping safe...and about people who can help them to stay safe;
- recognise how their behaviour affects other people;
- identify and respect the differences and similarities between people;
- know that families and friends should care for each other.

Key Stage 2

Through the statutory science curriculum learn:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction;
- about the main stages of the human life cycle;
- that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].

Through the non-statutory PSHCE curriculum most relevant to SRE:

- to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- about how the body changes as they approach puberty;
- to recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable ;
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

The Organisation of Sex and Relationship Education

The PSHCE Co-ordinator is the designated teacher with responsibility for coordinating SRE. SRE is delivered through Science, RE, PSHCE, literacy activities, assemblies and circle time; always at a level which is appropriate for their age and physical development. SRE is taught by the PSHCE teacher, form teachers, teaching assistants, and any other suitably qualified staff.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of film clips, discussion, sample packs of sanitary protection and looking at case studies.

Resources :

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the SRE Curriculum.

We will select resources which:

- are consistent with the Curriculum for SRE;
- relate to the aims and objectives of this Policy;
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children;
- are up-to-date in factual content;
- are produced by a reputable organisation;
- do not show unfair bias e.g. towards a commercial product;

- avoid racial, gender and sexual stereotyping;
- encourage active and participative learning.

SRE is monitored and evaluated by SLT as part of the school's development plan. As a result of this process changes may be made to the SRE programmes as appropriate.

Specific Issues

Safeguarding and Child Protection

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead, or a DDSL person in line with the BSCB procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. Refer to the Safeguarding Policy for further guidance.

Teaching Methodologies

Ground Rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules are established at the beginning of any SRE work, in addition to those already used in the classroom, including appropriate use of language and the asking and answering of personal questions

Answering Questions: Sensitive and potentially difficult issues can arise in SRE as children naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the school aims and curriculum content for SRE. Questions relating to the curriculum for that age group will be answered to the whole class. Questions relating to areas beyond the taught planned curriculum will be answered in a sensitive and age appropriate way only to the child or children who have asked the question, or referred home.

When answering questions, the sharing of personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Distancing Techniques: In order to protect children's privacy, we employ strategies which enable them to discuss issues without disclosing personal experience. For example, using fiction, puppets, case studies, role-play, to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Children with Additional Needs (SEND and EAL)

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE. This is in liaison with the SENCO.

SRE issues will be included in the induction programme for all relevant new members of staff and will be delivered by the PSHCE Co-ordinator.

Safeguarding in SRE

The SRE subject leader at Lyonsdown reviews the SRE curriculum for potential safeguarding issues. This includes considering when pupils may possibly make a disclosure, so that staff are mindful of mitigating against any risk, making changes to their planning as appropriate. For example: when learning about boys' and girls' genitals, puberty or sexual intercourse.