



# Sir John Cass's Foundation Primary School

## **Sex and relationship education policy**

Date adopted	March, 2017	Notes School Policy
Last Reviewed	March, 2017	
Review Cycle	Every 3 years	
Review by	Governing Body	

1. After careful consideration the Governors of Sir John Cass's Foundation School have decided that the School should offer relationship and sex education (SRE) as part of our Personal, Social and Health Education (PSHE) programme, taking account of the requirements of the National Curriculum with specific regard for Science.
2. It will be appropriate to the pupils' age and knowledge and will be presented within a family-oriented and Christian framework. This means that our core Christian values, British values and our school code of conduct will intersect with all aspects of the curriculum.

### 3. **Key Principles**

4. Our SRE Policy is based on the PSHE Association scheme of work, which teachers used progressively throughout the school to guide their work in this area. The programme of study covers the following three core themes:

- a) Core theme 1. Health and Wellbeing
- b) Core theme 2. Relationships
- c) Core theme 3. Living in the Wider World

Our policy has the following key principles:

5. Start where children and young people are: find out what they already know, understand, are able to do and are able to say.
6. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
7. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
8. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
9. Provide information which is realistic and relevant and which reinforces positive social norms and an awareness of God, faith and values which underpin faith traditions and in particular the practices within the Anglican tradition.
10. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential but that development in this area is dependent on forging positive relationships with parents and families.
11. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
12. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
13. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

### 14. **Aims of SRE**

15. To enable young people to understand the facts and processes related to health, human growth and development and are able to name the parts of the body and describe how their bodies work. (In accordance with the National Curriculum and statutory guidance on SRE).

16. To ensure that both boys and girls develop confidence in talking, listening and thinking about feelings and emotions experienced by themselves and others and the importance of sound personal relationships.
17. To develop an understanding of, and sensitivity to, different cultures, lifestyles, needs and feelings of others.
18. To learn about stereotypes and power and how to be resilient, effect change and challenge bullying or coercion
19. To encourage young people to have due regard to moral considerations and the value of family life and learn how to form healthy relationships.
20. To recognise that children have the right to be protected from exploitation and to be safe from harm.
21. To enable young people to use sources of help and advice available within the family, School and society.
22. To answer children's questions appropriately and honestly as they arise.

### **23. Withdrawal from lessons**

24. It is a statutory requirement for all children to take part in the Science National Curriculum. Teachers will make every effort to communicate with parents and carers about the content and approach of SRE lessons before lessons commence.
25. If parents have a concern we invite parents to discuss this with the Head teacher.
26. In the rare a event that a child is withdrawn from sessions, the school will ensure appropriate work is set.

### **27. General Principles of PSHE and Citizenship Education**

28. There are ten overarching themes within our PSHE curriculum.
29. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
30. **Relationships** (including different types and in different settings, including online)
31. A **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
32. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) **and safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
33. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
34. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) **and consent** (in different contexts)
35. **Change** (as something to be managed) **and resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
36. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
37. **Career** (including enterprise, employability and economic understanding)
38. **Faith** (including an understanding of different faith positions, views within families and a knowledge of God and the world)

### **39. Objectives of Relationships and Sex Education**

40. Core themes 1 and 2 of our PSHE framework are principally related to SRE

#### **a) The Health and wellbeing focus includes:**

- a. what is meant by a healthy lifestyle
- b. how to maintain physical, mental and emotional health and wellbeing
- c. how to manage risks to physical and emotional health and wellbeing
- d. ways of keeping physically and emotionally safe
- e. about managing change, including puberty, transition and loss
- f. how to make informed choices about health and wellbeing and to recognise sources of help with this
- g. how to respond in an emergency
- h. to identify different influences on health and wellbeing

#### **b) At Key Stage 1 children will learn**

- a. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- b. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- c. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- d. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- e. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- f. the importance of, and how to, maintain personal hygiene
- g. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- h. about the process of growing from young to old and how people's needs change
- i. about growing and changing and new opportunities and responsibilities that increasing independence may bring
- j. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- k. that household products, including medicines, can be harmful if not used properly
- l. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- m. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- n. about the ways that pupils can help the people who look after them to more easily protect them
- o. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and

- 'I'll tell' including knowing that they do not need to keep secrets
- c) At Key Stage 2 children will learn
- a. what positively and negatively affects their physical, mental and emotional health
  - b. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
  - c. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
  - d. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
  - e. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
  - f. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
  - g. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
  - h. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
  - i. to differentiate between the terms, 'risk', 'danger' and 'hazard'
  - j. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
  - k. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
  - l. that bacteria and viruses can affect health and that following simple routines can reduce their spread
  - m. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
  - n. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
  - o. school rules about health and safety, basic emergency aid procedures, where and how to get help
  - p. what is meant by the term 'habit' and why habits can be hard to change
  - q. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
  - r. how their body will, and their emotions may, change as they approach and move through puberty
  - s. about human reproduction
  - t. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact;
  - u. actions such as female genital mutilation (FGM) constitute abuse

- and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- v. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- w. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- x. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- y. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- z. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

**d) The relationship education focus will be on:**

- a. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
  - b. how to recognise and manage emotions within a range of relationships
  - c. how to recognise risky or negative relationships including all forms of bullying and abuse
  - d. how to respond to risky or negative relationships and ask for help
  - e. how to respect equality and diversity in relationships
  - f. Relationship and marriage in the context of the principle and practices of the Church of England and in other world faiths.
- e) At Key Stage 1 children will learn
- a. to communicate their feelings to others, to recognise how others show feelings and how to respond
  - b. to recognise that their behaviour can affect other people
  - c. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
  - d. to recognise what is fair and unfair, kind and unkind, what is right and wrong
  - e. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
  - f. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
  - g. to offer constructive support and feedback to others
  - h. to identify and respect the differences and similarities between people
  - i. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
  - j. 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)
  - k. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
  - l. to recognise when people are being unkind either to them or

- others, how to respond, who to tell and what to say
  - m. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
  - n. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- f) At Key Stage 2 children will learn
- a. to recognise and respond appropriately to a wider range of feelings in others
  - b. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
  - c. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
  - d. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
  - e. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
  - f. The spiritual, moral and faith dimensions of marriage as a union before God
  - g. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
  - h. that their actions affect themselves and others
  - i. to judge what kind of physical contact is acceptable or unacceptable and how to respond
  - j. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
  - k. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
  - l. to work collaboratively towards shared goals
  - m. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
  - n. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
  - o. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
  - p. to recognise and manage 'dares'
  - q. to recognise and challenge stereotypes
  - r. about the difference between, and the terms associated with, sex, gender identity and sexual orientation
  - s. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social

media)

- t. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- u. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- v. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

41. The specific content and vocabulary used for SRE is outlined in the PSHE Association Scheme of Work Toolkit. All teachers have been provided with a bound copy of this policy and the toolkit.
42. The toolkit is used each year to plan the programme of teaching and learning
43. We work in close partnership with parents and seek to include them in the planning and discussions about the curriculum.
44. Parents of year 4, 5 and 6 children are invited to attend a meeting to talk about the content of the teaching programme. They will be given a timetable of dates for the programme so that they can be prepared for any questions that might arise.
45. Specific aspect of our programme which would always be highlighted with parents are:

**Year 2**

- Recap on personal hygiene and looking after our bodies including oral health
- Biological differences between animals, boys and girls including the names for sex parts
- Above appropriate and inappropriate touch- the Pants rule

**Year 3**

- Different types of relationships e.g. family members, special and important partnerships
- About personal space, being comfortable and uncomfortable

**Year 4**

- Different kinds of relationship, special days, when relationships end
- Physical contact rules
- Different types of relationship, love, marriage and special days e.g. Mother's Day
- How we challenge stereotypes and how the media presents information
- Techniques to resist pressure or follow someone else's beliefs when they feel uncomfortable
- About the ways in which boys and girls are different, the different changes their bodies go through in puberty and the names of girls and boy's body parts including sexual parts.

**Year 5**

- Effects of puberty on male and female body parts
- Feelings and changes during puberty
- What's essential to a positive, healthy relationship
- Similarities and differences between relationships and challenging stereotypes
- About different types of relationships, partnerships and how they change over time.
- Keeping clean during puberty



- What happens during puberty
- About human reproduction in the context of the human lifecycle
- Rights about own bodies, e.g. the Pant rule, FGM.
- About discriminatory language, teasing, bullying (including homophobic name calling) and its effect

#### **Year 6**

- About puberty and body changes
- How body image is reflected in the media
- How to respond to feelings
- About human reproduction and that pregnancy can be prevented
- Personal safety online
- Maintaining healthy relationships
- About acceptable and unacceptable contact
- Different types of relationship including marriage as a Civil or religious ceremony involving two people of the same or opposite sex
- Rights in relation to marriage
- About similarities and differences between people including sexuality

#### **46. Self-esteem/Self-respect/Respect**

47. Activities at the end of every lesson encourage each child to think positively about themselves. This may take the form of a reflection on the themes covered in the lesson and the children may then be asked to share something eg. say one thing that is good about being a girl/boy, something they like about themselves etc.
48. All lessons should end on a positive note with everyone involved feeling comfortable about any new information covered. It is the responsibility of the teacher to ensure that this is the case.
49. Some lessons in Year 4-6 are taught in gender groups. This is in response to parental wishes expressed in our consultation but also because teachers have found that more open discussions can be achieved in such contexts.

#### **50. Use of video and animation**

51. Video and animated resources will not typically be used in our lessons.

#### **52. Difficult Questions**

53. Children who have questions but feel uncomfortable about asking them are able to write them and place in a 'question box' anonymously, or they may add their name so teachers know who to speak to on a one to one basis, if this is their preference.
54. The 'question box' is available throughout the school week and children are introduced to the box when the ground rules are discussed in lesson one.
55. When children ask questions either directly or indirectly during an RSE lesson, the member of staff should answer as fully as is allowed within the guidance given by the policy. For any issues that fall outside that remit, the member of staff would refer the child back to their family for an answer.

#### **56. Monitoring and evaluation**

57. Monitoring and evaluation of the curriculum, programmes of study, teaching quality and outcomes will be in accordance with our monitoring and evaluation procedures which cover all areas.