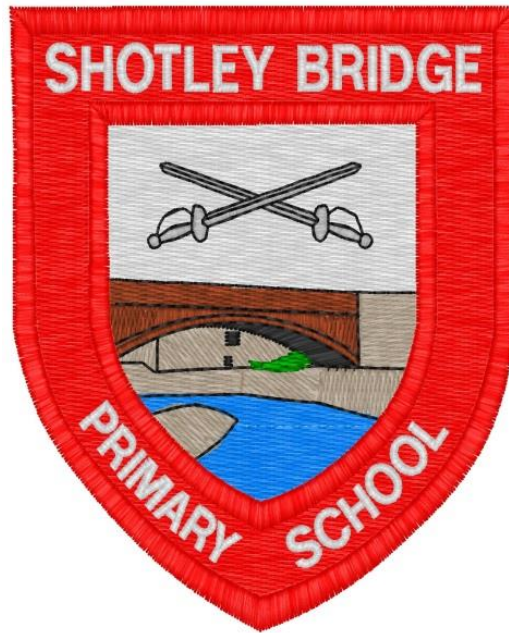


Shotley Bridge Primary School



Relationships and Sex Education Policy

Approved by:	Governing Body	Date: 3 rd May 2022
Last reviewed on:	May 2022	
Next review due by:	May 2023	

This policy was developed in response to:

- Secretary of State's 2020 foreword on RSE
- The Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019
- Section 34 and 35 Children and Social Work Act 2017
- Equalities Act 2010
- Keeping Children Safe in Education 2020
- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996

This policy should be considered alongside the following:

- Online safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- The PSHE Policy

2. The Consultation Process Has Involved:

In writing this policy the following people have been involved:

- Review of SRE curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service, Durham County Council Education Team
- Consultation, agreement and implementation of policy by school governors

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor Consultation - the school has identified a link governor to support us in this area.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

3. What Is Sex and Relationship Education? (SRE)

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At primary level this looks at 'healthy, responsible relationships focusing on family and friends in all contexts including online' (Secretary of State Foreword 2020). At Shotley Bridge Primary School our Sex and Relationship education is covered though our PSHE question-based scheme outlined in our PSHE curriculum and aims to provide children with the 'fundamental building blocks and characteristics of positive relationship' including family relationships, relationships with other adults and relationships with other children.

4. Principles and Values

Shotley Bridge Primary school believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- Be set within a wider school context and support family commitment, love, respect and affection, knowledge and openness.
- Include a board view on what makes a 'family' by not focusing on one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.
- Celebrate all relationships and the positive impact they have on our well-being.

Sex and Relationship Education in this school has three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empowering pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning and understanding the correct anatomical names for body parts from an early age, to allow mature and confident use of these names.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

- understanding consent and their right to say no to unwanted attention both verbally and physically including unwanted touch (this begins by looking at things such as cuddles).

5. Aims and Objectives

The aim of SRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and have respect for individual conscience.
- develop the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Organisation and Content of Sex and Relationship Education

Shotley Bridge Primary specifically delivers sex and relationship education through its PSHE Programme and Science lessons at foundation stage, KS1 and KS2. During discussions with the children staff will readily correct the use of correct anatomical names and discourage the use of 'pet names' for body parts. This will equip children with the vocabulary they will need in later discussions and prepare them for discussions around puberty in Upper KS2.

Much of the sex and relationship education within our school takes place within PSHE lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction will also be taught as part of National Curriculum in Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. Children are taught to be respectful of difference while being encouraged to be inquisitive in an appropriate way.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time and in conjunction with parents/carers where appropriate.

More expert or specialist teachers and other professionals, may support staff that are uncomfortable with teaching certain aspects of the SRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the SRE programme.

Assessment is carried out where appropriate, to ascertain the knowledge gained, understanding of concepts, interpersonal skills, and attitudes developed within a unit of work.

The SRE curriculum is covered within our PSHE curriculum and is highlighted on the coverage map below.

Shotley Bridge Primary School PSHE: LTP — Question Based Model

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us? - Body parts	Who is special to us? - Different families - Who to speak to if you are worried	Who helps to keep us safe? - Asking for help if you feel unsafe	How can we look after each other and the world? - How our needs change as we grow	What can we do with money?	What helps us stay healthy?
Year 2	What makes a good friend?	What is bullying? - Unwanted contact	How do we recognise our feelings?	What helps us to stay safe? - Online safety - Telling a trusted adult	What jobs do people do?	What helps us grow and stay healthy?
Year 3	How can we be a good friend?	What keeps us safe? - Body respect	What are families like? - Differences	What makes a community? - Diversity	Why should we keep active and sleep well?	Why should we eat well and look after our teeth?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect? - Rights and responsibilities	How can we manage our feelings?	How can friends communicate safely? - Different relationships	How can our choices make a difference to others and the environment?	How can we manage risk in different places? - Rules and laws - Online safety
Year 5	How can we help in an accident or emergency?	What decisions can people make with money?	What makes up a person's identity? - Difference and discrimination	How will we grow and change? - Puberty	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow? - Abuse(including FGM at age appropriate level)		How can the media influence people? - Age appropriate content online - Online relationships		What will change as we become more independent? How do friendships change as we grow? - Relationships, love and marriage/civil partnership - Reproduction - Puberty	

All topic areas will be dealt with at an age appropriate level and in a safe environment. We will endeavour to answer questions honestly and to use correct terminology for body parts as stated in the National Curriculum for Science.

7. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher or subject lead.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. We will offer an inclusive setting in which all children are welcome and equal and do not feel excluded based on their identity or orientation.

8. Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of sex education except for those parts included in the statutory National Curriculum including relationships. We will make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

At Shotley Bridge Primary School we use the correct names for body parts to protect our children and provide them with the vocabulary they need to report abuse should they need to. This also prepares our children for mature conversations during their RSE education including during lessons around puberty and reproduction. Teaching children the name of the genitals, just as names of other body parts, teaches that the genitals, while private, are not so private that you can't talk about them. There is a consensus in research that knowing the correct anatomical terms not only enhances children's self-confidence, but also makes them less susceptible to those who may want to harm them.

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head teacher/ Leadership Team and PSHE co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for

monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the subject leader.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

From September 2015, Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.