



we are a learning community with the spirit to succeed

Holywell Primary School

Sex and Relationship Education Policy

Status:	Statutory
Approval Body:	Governing Body
Review Frequency:	Annually
Last Review:	July 2020
Next Review:	Summer 2021

1. Relationships Education

This policy covers our approach to Relationships Education; a statutory requirement of the Personal, Social and Health Education [PSHE] and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

Relationships Education is learning about the many strands of relationships and growing up. This includes friendships and relationships with peers and adults, family relationships, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online (including cyber-bullying) and the emotional, social and physical aspects of growing up.

2. Purpose and Standards

At Holywell Primary School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and awareness of the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

3. Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996);
- Keeping children safe in education – Statutory safeguarding guidance (2019);

and

- Children and Social Work Act (2017).

4. Roles and Responsibilities

4.1 The **Governing Body** will:

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents/carers
- ensure that SRE is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of long term stable relationships.

4.2 The **Headteacher** will ensure that:

- the Governing Body is advised about the nature and organisation of SRE and how it reflects the aims and values of the school
- SRE is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents/carers of pupils in Years 5 and 6 are informed about the programme for sex and relationships education at the beginning of the Summer term (see para 1.8).

4.3 **Staff who teach SRE** are expected to:

- provide SRE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Headteacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from SRE.

5. Our Relationships and Health Education Curriculum [Statutory Requirement]

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive PSHE curriculum.

Relationships Education lessons will link to learning in PSHE, PE and science. Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

6. Sex and Relationship Education [Non-Statutory Requirement]

The purpose of Sex and Relationship Education (SRE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

At Holywell, if young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what is already being carried out in Year 5 and Year 6.

At Holywell Primary School we follow the SEAL and **Christopher Winter PSHE** Association scheme of work. The following lessons outline the SRE curriculum that will be taught each year Holywell.

Year 2 Unit and Lesson Title	Objectives Covered	Big Questions
Ourselves, growing and changing	To know the names for the main parts of the body [including external genitalia e.g. vulva, vagina, penis, testicles] and the body similarities and differences between boys and girls. To know about the process of growing from young to old and how people's needs change.	What are the main parts of the body called? What are the differences between girls and boys?
Year 5 Unit and Lesson Title	Objectives Covered	Big Questions

<p>Growing Up – Human Reproduction</p>	<p>To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	<p>What are the differences between the male and female bodies? What are the male and female body parts for?</p>
<p>Year 6 Unit and Lesson Title</p>	<p>Objectives Covered</p>	<p>Big Questions</p>
<p>Growing UP – Let’s Talk about Sex</p>	<p>To know about human reproduction. To know about the differences between and the terms associated with, sex, gender identity and sexual orientation. To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation [FGM] constitutes abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>What is a sexual relationship? Who can have a sexual relationship? What is an STI? How can these be prevented?</p>
<p>Growing Up – Human Reproduction</p>	<p>To know about human reproduction. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster</p>	<p>How is a baby conceived? What is contraception? How does a baby grow? How is it born?</p>

	parents); that families of all types can give family members love, security and stability	
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7. Delivering the Curriculum

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. Boys and girls will be taught separately in some subjects.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also will have a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences in our Relationships Education, as with other areas of the PSHE curriculum.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities.

8. Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Children's learning and progress in Relationships Education, as part of their learning in PSHE, can be discussed at parent consultation evenings.

9. Safeguarding

Teachers are aware that effective SRE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his absence, their deputy.

Safeguarding lead - Coert van Straaten

Safeguarding deputy - Barbara Bahirthan

Safeguarding deputy -Toyin Keshiro

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

10. Engaging Parents/Carers/Guardians

This policy will be available to view on the school website. Parents will be informed of this policy once it has been approved by the board of governors.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with the Headteacher in order to find out more about this.

11. Reviewing the Policy

This policy will be reviewed on an annual basis. This will ensure that information is accurate and follows up-to-date statutory requirements and that the views of all parents/carers/guardian are heard and considered regularly.

12. SRE in different Religions

Islamic Religion

Muslims feel uncomfortable in discussing sex education with their children, but do not mind the same being taught at their children's school by secular or non-Muslim teachers (of even the opposite sex), by their peers of either sex, and by the media and television.

Christian Religion

Sex and relationships education, like all education, is primarily the responsibility of parents. Christians expect that parental authority must be maintained, such as through consultation with parents and the parental right of withdrawal from sex education.

Sex education teaching and materials that ignore biblical standards are damaging for young people and have long-term consequences for society as a whole. Primary school is too early for the kind of sex and relationships education advocated by the sex education DfE. Some of the materials already being recommended for primary schools are completely inappropriate.

13. Arrangements for monitoring and evaluation

The Headteacher will provide a report on the implementation of the scheme of work at the final Governing Body meeting in the summer term together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on SRE will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.