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# **SEX & RELATIONSHIP EDUCATION POLICY**

To be reviewed – July 2020

# Sex & Relationship Education (SRE) Policy

**Date of policy: Autumn 2016**

**Review date: Summer 2020**

## The Development of this Policy

This policy was written and developed by the PSHE Co-ordinators and the senior management team in consultation with pupils, school nurse, parents/carers and the wider school staff.

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance' [DfES Ref 0116/2000].

## What is SRE?

The term *sex and relationships education (SRE)* is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfES guidance SRE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

(Specific information on the content of the SRE provision is provided in the 'How SRE is taught' section).

## The School's Approach to SRE Consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE programme and period 1.
3. Pastoral support for pupils who experience difficulties.
4. Provision of appropriate information through leaflets, books in the library and display of posters.

## Why SRE?

### Legal Obligations

Maintained schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents/carers. Parents/carers have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

## The Needs of Young People and the Role of Schools

The overall aims of the school and national curriculum are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

'Sex and Relationship Education Guidance' [DfES Ref 0116/2000] recommends that 'effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

**'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.**

*'Sex and Relationship Education Guidance' [DfES Ref 0116/2000]*

### **National and Local Support and Guidance for Schools to Develop SRE**

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both Primary and Secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to SRE is in line with the Government's strategy and guidance given to schools in 'Sex and Relationship Education Guidance' [DfES Ref 0116/2000], and the briefing paper on Sex and Relationship Education in Schools (Number 06103, 30th June 2015).

At a local level support and guidance for schools to develop SRE includes:

- The Teenage Pregnancy Strategy for Sheffield.
- Support from the Sheffield Healthy School Programme to develop a whole school approach to SRE.
- DfES/Department of Health PSHE Certification for PSHE and Sex and Relationships (CPD).

### **Morals and Values Framework**

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. Sheffield school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda. **Inclusion**

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

*'Sex and Relationship Education Guidance' [DfES Ref 0116/2000].*

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, Sheffield school's approach to SRE will take account of:

**The needs of boys as well as girls.** Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality.** On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Pupils may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

**Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

**The teaching programme for Sex and Relationship Education.** We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

**Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

**Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

**Contraceptive advice to pupils.** Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should involve using a condom. Questions about other forms of contraception will be answered accurately and honestly. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

## **A Whole School Approach**

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

**The senior management team (SMT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

**The designated SRE Co-ordinator (currently A. Keeling and D. Greenwood)** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff.** Both the designated PSHE team of teachers and the science teachers are involved in the direct delivery of SRE. Some SRE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any teacher can be approached by a pupil who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training such as the DfES/Department of Health PSHE Certification for PSHE and Sex and Relationships (CPD), delivered locally by the Sheffield Healthy School Programme.

At Primary, the unit specifically SRE is taught by the Year 6 teachers although elements of 'relationships' is taught by all staff throughout the age ranges as part of the new PSHE curriculum. Though there is no specific requirement now for Primary to teach SRE, we have chosen to retain elements linked to how humans change through puberty and in PSHE elements around stereotypes and the influence of the media.

**Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role. The Learning Mentors at Hinde House Secondary also carry out their own targeted provision for vulnerable pupils where necessary.

**Directors** have responsibilities for school policies. They will be consulted about the SRE provision.

**Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7.7). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information leaflets sent home on what is being covered in SRE on a yearly basis, publishing the SRE curriculum and provision of information on the school website. The school's approach to SRE will encourage dialogue between parents/carers and their children.

**The school nurse** can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in on-going consultation and partnership with the school nurse.

**Outside agencies and speakers** may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. (Please refer to Sheffield School External Visitors' Policy).

**Pupils** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

### **The Taught SRE Programme**

The SRE programme is delivered as part of the school's approach to PSHE.

## Aims of the Programme

The overall aims of the SRE programme are:

- To provide accurate information about, and understanding of, SRE issues.
- To dispel myths.
- To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle. This includes how to maintain a healthy diet and good levels of fitness.
- To develop respect and care for others.
- To increase pupils' self-esteem.
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

## Place in the Curriculum

**At Foundation, Key Stage 1 and Key Stage 2.**

*'In May 2013, Ofsted published a report on PHSE in Primary and Secondary schools in England, not yet good enough. The report raised concerns about the teaching of SRE: sex and relationships education required improvement in over a third of schools. In Primary schools this was because too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach Secondary school'.* HOUSE OF COMMONS LIBRARY BRIEFING PAPER NUMBER 06103 16<sup>th</sup> July 2015 SEX AND RELATIONSHIPS EDUCATION IN SCHOOLS

*'In February 2015, the Commons' Education Select Committee recommended that age-appropriate SRE should become a statutory subject in Primary and Secondary schools, albeit with parents/carers retaining their right to withdraw children'.* HOUSE OF COMMONS LIBRARY BRIEFING PAPER NUMBER 06103 16<sup>th</sup> July 2015 SEX AND RELATIONSHIPS EDUCATION IN SCHOOLS

*'PRIMARY SCHOOLS: The Department recommends that all Primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children. It should ensure both boys and girls know about puberty and how a baby is born – as set out in Key Stage 1 and 2 of the National Curriculum. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early Primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem'.* HOUSE OF COMMONS LIBRARY BRIEFING PAPER NUMBER 06103 16<sup>th</sup> July 2015 SEX AND RELATIONSHIPS EDUCATION IN SCHOOLS

*'Academies and Free Schools do not have to follow the National Curriculum and so are not under the same statutory obligations as maintained schools. As such, academies are not obliged to teach sex and relationship education, although if they do, they must have regard to the SRE guidance issued by the Secretary of State'.* HOUSE OF COMMONS LIBRARY BRIEFING PAPER NUMBER 06103 16<sup>th</sup> July 2015 SEX AND RELATIONSHIPS EDUCATION IN SCHOOLS

*'Section 405 of the Education Act 1996 enables parents/carers to withdraw their children from sex education other than the sex education that is in National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). The SRE guidance states: Parents/carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum...schools should make alternative arrangements in such cases. The DfEE will offer a standard pack of information for parents/carers who withdraw their children from the sex and relationship education'.* HOUSE OF COMMONS LIBRARY BRIEFING PAPER NUMBER 06103 16<sup>th</sup> July 2015 SEX AND RELATIONSHIPS EDUCATION IN SCHOOLS

In their publication (DfEE 0116/2000 Sex and Relationship Education Guidance), the DfEE state that:

- *It 'recommends that all Primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum'.*
- *'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early Primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem'. 'Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate for a whole-class setting.'*
- *'It is important that the transition year before moving to Secondary schools supports pupils' ongoing emotional and physical development effectively. As well as consulting parents/carers more generally about the school's overall policy, Primary schools should consult with parents/carers before the transition year about the detailed content of what will be taught. The process should include offering parents/carers support in talking to their children about sex and relationship education and how to link this with what is being taught in school'.*
- Schools should have clear parameters on what children will be taught in the transition year before moving to Secondary school. This should include:
  - Changes in the body related to puberty, such as periods and voice breaking.
  - When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
  - How a baby is conceived and born.

Year Group	Statutory/non-statutory guidance and recommendations	Notes and teaching suggestions
Y1	<p>At KS1, children should:</p> <ul style="list-style-type: none"> <li>Learn <i>'the names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.'</i> PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> </ul> <p>Science Statutory Requirements as set out by the DfE:</p> <ul style="list-style-type: none"> <li><i>'Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).'</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> </ul> <p><i>'Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.'</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</p>	<p>Name exposed parts of a bodies of people that are fully clothed.</p> <p>The DfE suggests:  <i>'Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes'</i>. SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-001822013</p>



Y2	<p>At KS1, children should:</p> <ul style="list-style-type: none"> <li>Learn <i>'about the process of growing from young to old and how people's needs change.'</i></li> <li>Learn <i>'the names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.'</i> PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> </ul> <p>Science Statutory Requirements as set out by the DfE:</p> <ul style="list-style-type: none"> <li><i>'Notice that animals, including humans, have offspring which grow into adults'</i>. SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> </ul>	<p>Study the life cycles of animals, recognising that animals give birth to their young and that they will grow into adults which can then go onto having offspring of their own.</p> <p>The DfE suggests:</p> <ul style="list-style-type: none"> <li><i>'They should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs'</i>. SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> <li><i>'Growing into adults can include reference to baby, toddler, child, teenager, adult'</i>. SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> <li><i>'Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans grow'</i>. SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> </ul>
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Y3	<p>At KS2 the children should:</p> <ul style="list-style-type: none"> <li>Learn <i>'about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact'</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> <li>Have <i>'time to cover a wide range of topics, with a strong emphasis on</i></li> </ul>	<p>P4C/PHSE day – consent. Focus on getting along with others, NOT sexual consent.</p> <p>Possible ideas to discuss:</p> <ul style="list-style-type: none"> <li>Understand how to ask for consent.</li> <li>Know that consent can be given or taken away anytime.</li> <li>Recognise the importance of 'no'.</li> <li>Understand the difference between a non-response and enthusiastic consent.</li> </ul> <p>Possibly using resources from: <a href="http://everydayfeminism.com/2015/02/howto-teach-consent-to-kids/">http://everydayfeminism.com/2015/02/howto-teach-consent-to-kids/</a></p>
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	<p><i>relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services</i>'. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</p>	
Y4	<p>At KS2 the children should:</p> <ul style="list-style-type: none"> <li>• Learn <i>'about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact'</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> <li>• Have <i>'time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services'</i>. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</li> <li>• <i>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they</i></li> </ul>	<p>P4C/PHSE day – consent. Focus on personal space, NOT sexual consent.</p> <p>Possible key questions:</p> <ul style="list-style-type: none"> <li>• What should you do if you're tickling someone and they say 'stop!' What if they're laughing?</li> <li>• Do you <i>have</i> to give your Grandma a hug when you see her?</li> </ul>

	<p><i>believe to be wrong.</i> PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</p> <ul style="list-style-type: none"> <li>• <i>Understand that ‘the concept of <b>keeping something confidential or secret</b>, when we should or should not agree to do this and when it is right to <b>break a confidence or share a secret</b>’.</i> PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> </ul>	
Y5	<p>At KS2 children should:</p> <ul style="list-style-type: none"> <li>• Learn <i>‘how their body will, and emotions may, change as they approach and move through puberty’</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> <li>• Learn <i>‘about human reproduction’</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> <li>• Have access to a SRE curriculum that <i>‘is both medically and factually correct and treats sex as a normal and pleasurable fact of life’</i>. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</li> </ul>	<p>Understand how we change as we grow into young adults (including puberty, menstruation, reproduction, birth). Link this to the topic of the Vikings, looking at their beliefs regarding the circle of life (Valhalla).</p> <p>Possibly include lesson ideas from: <a href="https://www.hamiltontrust.org.uk/browse/science/y6/humanreproduction-and-relationships-year6/113993">https://www.hamiltontrust.org.uk/browse/science/y6/humanreproduction-and-relationships-year6/113993</a></p> <p>The DfE suggests:</p>

<p>Schools should provide for the following: <u>PUBERTY and MENSTRUATION</u></p> <ul style="list-style-type: none"> <li>• <i>'Boys and girls need to be prepared for puberty. Schools will need to plan the appropriate age to do so, in conjunction with parents/carers'.</i> DfE 0116/2000 Sex and Relationship Education Guidance.</li> <li>• <i>'All children need to know about puberty before they experience the onset of physical changes'.</i> Healthy Schools Cornwall. <a href="http://www.cornwallhealthyschools.org/sre-inprimary-schools/">http://www.cornwallhealthyschools.org/sre-inprimary-schools/</a></li> <li>• <i>'If sex and relationship education is established within a context of PHSE at Primary level, as children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. Primary schools should set clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis'.</i> DfE 0116/2000 Sex and Relationship Education Guidance.</li> <li>• <i>'The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents/carers and 10% receive no preparation at all before their first period. As with education about puberty, programmes should include preparation for menstruation'.</i> DfEE 0116/2000 Sex and Relationship Education Guidance.</li> <li>• <i>'It is important that teaching about menstruation occurs before Year 6 as some girls start menstruating before this age'.</i> Healthy Schools Cornwall. <a href="http://www.cornwallhealthyschools.org/sre-inprimary-schools/">http://www.cornwallhealthyschools.org/sre-inprimary-schools/</a></li> <li>• <i>'Schools should also make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection'.</i> DfE 0116/2000 Sex and Relationship Education Guidance. □ <i>'It is also important to deal with boys' issues such as wet dreams and erections'.</i></li> </ul> <p>Science Statutory Requirements as set out by the DfE:</p> <ul style="list-style-type: none"> <li>• <i>'Describe the life process of reproduction in some plants and animals'.</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> <li>• <i>'Describe the changes as humans develop into old age'.</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>'Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals'.</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE00182-2013</li> <li>□ <i>'They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow'.</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE00182-2013</li> <li>□ <i>'Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty'.</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE00182-2013</li> <li>□ <i>'Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows'.</i> SCIENCE PROGRAMMES OF STUDY, SEPTEMBER 2013, DfE-00182-2013</li> </ul>
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<p>Y6</p>	<p>At KS2 the children should:</p> <ul style="list-style-type: none"> <li>Learn <i>'about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact'</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> <li>Learn <i>'that their actions affect themselves and others'</i>.</li> <li>Learn <i>'that difference 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 2000)</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> <li><i>'Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language), how to respond and ask for help</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image. □ <i>'Recognise and challenge stereotypes'</i>. PHSE ASSOCIATION: Key Standards in Teaching About Body Image.</li> </ul> <p>Schools should provide the following:</p> <ul style="list-style-type: none"> <li>A SRE curriculum that <i>'is both medically and factually correct and treats sex as a normal and pleasurable fact of life'</i>. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</li> <li>A SRE curriculum that <i>'is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent'</i>. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</li> <li><i>'A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitive relationships'</i>. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</li> <li><i>'Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying'</i>. PHSE ASSOCIATION: Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century.</li> </ul>	<p>Focus on issues around relationships and families, name calling, body image, bullying and self-esteem.</p> <p>Include looking at stereotypes, advertising, and role models.  <a href="http://www.teachbodyimage.org/">http://www.teachbodyimage.org/</a></p> <p>With regards to the teaching of relationships, the House of Commons' Select Committee note that: <i>'young people, when asked about their experience of sex education in school, often complain about the focus on the physical aspects of reproduction and the lack of any meaningful discussion about feelings, relationships and values. Sex and relationship education set within the framework for PHSE across the four key stages will significantly redress that balance. It will help young people to respect themselves and others, and understand difference. Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises there are strong mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances'</i>. HOUSE OF COMMONS LIBRARY BRIEFING PAPER NUMBER 06103 16<sup>th</sup> July 2015 SEX AND RELATIONSHIPS EDUCATION IN SCHOOLS</p>
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	<p><i>'Schools need to be able to deal with homophobic bullying. Guidance issued by the Department (Social Inclusion: Pupil Support Circular 10/99) dealt with the unacceptability of emotional distress and harm caused by bullying in whatever form – be it racial, as a result of a pupil's appearance, related to sexual orientation or for any other reason'. DfE 0116/2000 Sex and Relationship Education Guidance.</i></p>	
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### Key Stage 3 and 4.

At Key Stage 3 and 4 the statutory SRE is delivered primarily through science lessons.

#### **National Curriculum Science**

Things that are covered in Key Stage 3:

- That fertilization in humans... is the fusion of a male and a female cell.
- About the physical and emotional changes that take place during adolescence.
- About the human reproductive system, including the menstrual cycle and fertilization.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
  - STDs including Aids/HIV.

This is delivered to all pupils through science lessons in Years 7 and 8, the timing of which depends on the ability level of the children.

#### **National Curriculum Science**

Things that happen at Key Stage 4:

- The way in which hormonal control occurs, including the effects of sex hormones some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body. □ How sex is determined in humans.

This is delivered to all pupils through science lessons in Years 9, 10 and 11, the timing of which depends on the ability level of the children.

Other essential but not statutory aspects of SRE are delivered through discrete PSHE lessons and delivered by teachers who have been trained by the Head of PSHE or by external providers. This follows three broad themes.

#### **Knowledge and understanding:**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.
- Learning about cultural issues in sexual development such as female genital mutilation.

#### **Attitudes and values:**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning about the impact of domestic abuse on family life. □ Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Challenging myths, misconceptions and false assumptions about normal behaviour. □ Learning about consent and what this means in a sexual relationship.

#### **Personal and social skills:**

- Learning to manage emotions and relationships confidently and sensitively.
- Dealing with peer pressure when making decisions.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise the difference between reality and pornography and how watching pornography can affect sexual relationships.
- Learning how to manage sex and relationships in a digital age and the consequences of actions taken on relationships, socially and in law.

#### **Sexual Exploitation**

Sexual exploitation is delivered as discrete PSHE lessons, form time activities and outside agencies.

- PSHE lessons take place in Year 9 and teach pupils to recognise and avoid exploitation and abuse, looking at issues of sexual exploitation explicitly.
- The issue of consent and sexual exploitation is explored in more specific detail.
- In the e-safety lessons the process of grooming online and how to deal with online predators and abusers is explored.
- In form time, the Form Tutors look at instances of sexual exploitation and what to do in these situations.
- The NSPCC run sessions in conjunction with PSHE with targeted pupils who are in danger of being



sexually exploited, with their 'Protect and Respect' programme.

The learning mentor team deal with all referrals relating to sexual exploitation and any pupils who are considered vulnerable.

## **Content and Learning Objectives**

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as pupils mature. Further guidance is available from the QCA website.

## **Methodology and Resources**

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

Sex and relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with a member of the PSHE Team. Should a teacher be absent, it would not be undertaken by a short-term supply teacher, but may be covered by another member of the school's permanent staff.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

## **Ground Rules and Distancing Techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or pupil) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

## **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator concerned.

## **Dealing with Questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a wholeclass setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Child Protection Officer in the school should be informed and the usual child protection procedures followed.

## **Monitoring, Evaluation and Assessment**

The programme is regularly evaluated by the SRE Co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an on-going basis. At Key Stage 3 and 4 there are half termly assessments for PSHE which are recorded centrally.

## **Parental Concerns and Withdrawal of Pupils**

Parents/carers have a legal right to withdraw their children from dedicated 'sex education' lessons. At Primary, a letter is sent to all year 6 parents/carers detailing when and how the theme will be taught. Staff are then willing to discuss with parents/carers any matters with which they are concerned. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. In year 6 for those parents/carers who decide they want their child to opt out of dedicated sex education lessons, there is an opportunity for parents/carers to borrow resources and reiterate what has been done at school also at home.

If a parent/carer has any concerns about the SRE provision, we will take time to address their concerns and allay any fears they may have.

At Secondary, the parents/carers are informed about what is happening in SRE when the topics are about to be taught through a newsletter. Parents/carers are encouraged to call and discuss any concerns that they have with the Head of PSHE. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

## **Pastoral Support for Pupils who Experience Difficulties**

### **The nature of support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to be approachable, and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

The learning mentor team will work with small targeted groups as a preventative measure, and/or work with vulnerable pupils who have sex and relationship issues.

Preventative work may include:

- Anti-bullying workshops which cover all Year 7 pupils.
- The Golddigger programme to grow self-esteem in female pupils.
- Anger management work to help pupils who are having anger issues with other pupils.

Working with vulnerable pupils who have identified sex and relationship issues has set procedures:

- The Learning Mentors will work with the pupils initially on a one-to-one basis to identify needs and secure beneficial outcomes.
- If required, pupils will be referred to outside agencies to deal more specifically with the sex and relationship issues. For example, pupils may be referred to CAMHS, MAST, Roundabout if at threat of homelessness, the Sheffield School's Education Service if a pupil is pregnant or just had a child, or the school Nurse.
- For concerns about sexual exploitation, the Sheffield Sexual Exploitation Team will be involved which includes the Sheffield Police Sexual Exploitation Unit as well as the Community Youth Team and Sheffield Social Care.
- The Learning Mentors will also refer pupils to the school Nurse who runs a weekly clinic if they have concerns over sexually transmitted diseases, young pregnancy, contraception advice, and mental health problems or any other sex and relationship linked issue.

## **Confidentiality**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

## **Dealing with Bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfE 'Don't Suffer in Silence' 2002. This is reflected in the school's Anti-Bullying Policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

From 2004, all schools have been required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools Anti-Bullying Policy. Please see Sheffield School's Anti-Bullying Policy for further details.

## **Policy Review and Development Plan**

The policy will be reviewed annually by PSHE Subject Leaders and SMT.

## Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000).
- *Diverse Communities: Identity and Teenage Pregnancy*, a resource for practitioners (Department of Health – September 2002).
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- QCA Guidelines: <http://www.qca.org.uk>.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.

Further copies of this policy and other information about SRE can be obtained from A. Keeling and D. Greenwood, SRE Co-Ordinators.