



## **Thorner's Church of England VA Primary School** **Sex and Relationship Education Policy**

Thorner's School incorporates the teaching of Sex and Relationship Education through other curriculum areas and as part of PSHE, Science and Citizenship. We believe that concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but need to be explored.

### **Definition of Sex & Relationship Education (SRE)**

Sex and relationships education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles and Values**

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties and those with a religious or faith tradition – everyone, whatever their background, community or circumstance
- Be provided within a holistic context of emotional and social development
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that the wider community has much to offer.

### **Rationale**

The aim of Thorner's SRE policy is to equip our pupils with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime. Information about sex alone can never be enough.

### **The three main elements involve:**

#### **Knowledge:**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

#### **Attitudes:**

- learning the value of family life, and stable and loving relationships
- exploring, considering and understanding moral dilemmas
- challenging myths, misconceptions and false assumptions about normal behaviour
- learning the value of respect, love and care.

#### **Skills:**

- learning to manage relationships confidently and sensitively
- learning to make choices and considering consequences of choices made
- developing self-respect and empathy for others
- managing conflict
- to critically reflect and separate fantasy from reality

## **Aims & objectives:**

SRE should ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

Sex and relationship education will:

- be developmental and be appropriate to the age and stage of the child; common starting levels cannot be assumed
- put forward factual knowledge and encourage the exploration of facts
- examine opinions and concepts and encourage discussions;
- encourage awareness, respect and responsibility for oneself and others.

## **Learning Outcomes**

The following statements are offered as an illustration of learning outcomes for SRE at each key stage. They give a basis for us to plan schemes of work so as to develop the knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and reflect the statutory framework for PSHE.

SRE in primary schools should lay the foundation for factual knowledge and the more sexually explicit information required by young people in later years.

SRE is **not** about encouraging sexual experimentation, taking away a child's innocence or overruling the wishes and rights of parents.

SRE that starts early in primary school can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

### **By the end of the Foundation Stage**

Children will be able to

- Recognise that their behaviour can affect other people
- Identify family members and friends and the roles that they play
- Consider ways they have changed physically since they were born
- Recognise some of the proper names for the external parts of the body
- Describe some of the functions of some parts of the body

Children will know and understand:

- That humans produce babies that grow into children and then into adults
- Why it is important to keep clean
- Basic hygiene routines
- Who they can talk to at home and in school

Children will have considered:

- Different ways they can express their feelings
- How feelings can influence friendships
- How they can help to look after themselves

### **By the end of KS1**

Children will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Children will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Children will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

### **By the end of KS2**

Children will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact and know how to resist it.

Children will know and understand:

- That the life processes common to humans and other animals include growth and reproduction

- The main stages of the human life cycle
- That safe routines can stop the spread of viruses
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Children will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

### **School context and staff responsibilities**

#### **Safeguarding and confidentiality**

Teachers and other adults working in school should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to our Child Protection Policy).

Teachers and other adults in schools should not offer or guarantee absolute confidentiality. A clear and explicit confidentiality policy which children, young people and parents understand should ensure good practice throughout the school. (See our Confidentiality Policy)

#### **The Role of Stakeholders**

- To acknowledge and complement the role of parents/guardians as sex educators and to work with them
- To fulfil our statutory requirement to produce this policy and make it available
- To keep parents informed through information evenings, drop-ins, workshops and publication of this policy on the website.

#### **Curriculum Organisation**

The school will ensure that the provision of the Equality Act 2010 is met so that issues are taught in a way that does not subject pupils to any form of discrimination.

The school will ensure that students are taught in age appropriate groups giving consideration to the needs of students regarding:

- Gender
- Religious and cultural background
- Education needs
- Disability

### **Classroom Practice**

Teachers will establish clear parameters of what is appropriate in a whole class setting. When delivering SRE it should be common practice that:

- No one (teacher, pupil or visiting speaker) will have to answer a personal question
- No one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive

If a question is too explicit, seems too old for the pupil, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed...

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.

In accordance with the Equality Duty we seek to ensure that all pupils achieve their best, according to their capabilities and regardless of their special needs, disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Thorner's CE VA Primary School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

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