



'Sex and Relationships' Policy 2021-22

Together	Together with friends, families and community we care for ourselves, each other, our school and our world.
Everyone	Everyone has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.
Achieving	Achieving our best is what we aim for every day we come to school.
More	More independence makes better learners and helps us to become good citizens.

This policy is based on guidance outlined in: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE 2019.

Introduction:

At Spring Vale Primary School, we aim always to provide a caring environment where every child can thrive and is supported to achieve their unique and amazing potential. We are proud of our Sex & Relationships Education (SRE) Programme and see it as an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Sex & Relationships programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. Sex & Relationships education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

Main Elements of SRE:

At Spring Vale, there are three main elements to our Sex & Relationships Programme:

1. Attitudes and Values – These are based within context of our school and includes learning about love, respect and care in stable loving relationships as well as the value of family life within different family makeups for the nurture of children.
2. Personal and Social Skills – This includes: learning to manage emotions and relationships confidently and sensitively; making choices and understanding differences and without prejudice. It includes being aware of and recognising the dangers of child sexual exploitation and taking sensible and firm action to avoid this, i.e. following online safety rules, avoiding social media and chat rooms (especially when underage) and reporting intrusive responses both online and to an adult.
3. Knowledge and Understanding – This includes: learning and understanding physical development at appropriate stages as well as understanding human reproduction. This includes the contribution of Science whereby babies can be made in different ways such as IVF, emotions and relationships. Whilst some elements of the programme may be taught throughout the year as part of Science curriculum (particularly Y2 & Y5 in the 'Animals Including Humans' and Y6 in their 'Evolution & Inheritance' topics) most of it will be taught during the spring term as part of our Personal, Social, Health & Emotional

(PSHE) curriculum topic 'Relationships'. As part of this work, we cover the various 'life processes' for both animals and humans but will have a particular focus on relationships, healthy living and growing up.

At Spring Vale, we believe that effective Sex & Relationships Education:

- Is an integral part of the PSHE and Science curriculum.
- Is taught together within class groups, although children may be separated as and when appropriate.
- Is the entitlement of each child in school.
- Is covered with great sensitivity and provides opportunity for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning.
- Offers an understanding that there are a variety of relationships and family patterns in the modern world.

Coverage:

The content covered as part of each year group can be seen on our termly curriculum newsletters (please see our school website and click on the link for a copy or ask your child's class teacher for a copy). This provides information about the content for each year group. Parents and carers are notified before SRE sessions take place each year.

Responsibilities:

- It is the responsibility of the Governing Body to ensure that SRE is taught within the parameters of the PSHE and Science curriculum and that it is an entitlement of every child
- Governors will ensure that that staff and parents are informed about the content and delivery of the curriculum through the curriculum newsletters on the school website
- Parents are informed of their right to withdraw their child from part or the entire SRE programme except for those parts which fall within the statutory National Curriculum for Science.
- The PSHE and Science Subject Leader monitors and evaluates SRE teaching and learning, and reviews and updates SRE policy and resources regularly.

Sensitive Issues:

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of SRE in school are aware of the agreed values framework (see attitudes and values above). Parents and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of SRE. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child.

The main guidelines in this situation are:

- Be sensitive;
- Is the context appropriate?
- Is the question relevant to the content of the lesson?

- Is the group ready in terms of maturity? In such instances, teachers may answer a question with the response “We are not learning about this in Year... You may ask your Mum/Dad /carer when you get home. You will learn more about this in Year.. (if known).

If staff have a concern, then parents may be contacted.

Confidentiality:

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out DfE document: ‘Keeping Children Safe in Education’ as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead Officer (DSL – Mr C Blunt Headteacher or Deputy DSL Miss K Manning).

If there is a concern about the child’s safety, then teachers and the DSL should follow the guidelines in the Safeguarding Policy.

Right of Withdrawal:

Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the class teacher or Headteacher for more information.

Department for Education Expectations:

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives
- That other people’s families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Date of Review: September 2021

Date of Next Review: July 2022

