



Sex and Relationships Policy (SRE) for Hillside Community First School



Adopted date:	Spring 2017
Signature of Headteacher:	Jeremy Harrison
Signature of Governing body:	Sandra Grove
Next review date	Spring 2019

Document Purpose

This policy reflects the values and philosophy of Hillside Community First School in relation to the teaching and learning of sex and relationships. It provides a framework within which all teaching and non-teaching staff work.

This policy relates to pupils from the foundation stage until the end of year 6. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Sex and Relationships Education

Definition of Sex and Relationships Education

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Current SRE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach SRE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents. (Learning and Skills Act, 2000).

It is good practice for academies, free schools, colleges and independent schools to have a policy on SRE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal,

social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

There is a useful guide to [understanding sex and relationships education](#) from the Sex Education Forum.

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfEE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

SRE and statutory duties in school

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014).
- When any school provides SRE they must have regard to the [Secretary of State’s guidance](#); this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State’s guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

School Context and staff responsibilities

Safeguarding and confidentiality

Teachers and other adults working in schools should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to The Dorset Safeguarding Children's Board Procedures).

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. It should indicate the protection procedures, personal disclosures by children and young people and the role of health professionals working in schools.

The Role of Stakeholders

- To acknowledge and compliment 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
- Keep parents informed through information evenings, drop-ins, workshops and publication of this policy on the website.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

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 students 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

If there are mixed year groups we will ensure that JIGSAW/SRE will be taught by year group.

Schools should aim to provide staff training and support to ensure a range of teaching strategies specific to the needs of the students within their school.

The views of the students should be considered and respected when planning the programme.

Classroom Practice

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

- No-one (teacher, student 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 student, 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 agreement with **Emmanuel Middle School**, they will follow the year 4 'Changes' scheme of work that reflects sex and relationships. All Verwood first schools (*Trinity, Hillside and Verwood First*) will not teach above the year 3 lessons for sex and relationships.

At Hillside we will split the year 3 lessons over both years 3 and 4.

- Year 3 will cover piece 1 and 2.
- Year 4 will cover piece 3 and 4.

The remaining lesson time will be used to teach other aspects of the changes topic. The teacher can refer to 'SEAL' lessons for guidance e.g. year 4 will be taught how to best cope with the move up to middle school. (See appendices for objectives)

Monitoring, evaluation and review

All schools should implement systems which track pupil progress and assess knowledge, learning and understanding in SRE. Lessons should be monitored to assess the quality of learning, identify deficiencies in training and resources and identify outstanding practice.

The health and social context of the local community and of individuals in the school should be well analysed to ensure that the programme meets pupils' needs.

Regular and informed pupil, teacher, and parent and carer evaluations should be used to review and improve provision.

School leaders and their teams could use these characteristics to evaluate the quality of SRE in their schools:

- Can students' describe what they have learnt with maturity and enthusiasm?
- Do the activities meet the needs of different groups and individuals?
- Do teachers have excellent subject knowledge and skills
- Are teachers skilful in teaching sensitive and controversial issues?
- Is learning regularly assessed with staff having the same expectations as other in other subjects?
- Is the curriculum innovative and creative with a balance of discrete lessons, cross-curricular themes, assemblies, themed days and external speakers?
- Is the curriculum regularly reviewed and revised?
- Does the subject have a high status that is central to the vision and ethos of the school?

Appendices

Year 3 **SEAL** objectives for 'Changes'- ***to be used in conjunction with JIGSAW in the summer term***

Lesson Title	Intended Learning Outcomes
1. Changing our behaviour	I can tell you what a habit is and know that it is hard to change one
2. Changing our behaviour	I know what it means when something is or isn't your fault
3. Changing our behaviour	I can plan to overcome obstacles that might get in the way
4. Changing our behaviour	I can tell you about a plan I have made with my class to change something in our school
5. Changing our behaviour	I know that I make my own choices about my behaviour

Year 4 **SEAL** objectives for 'Changes'- ***to be used in conjunction with JIGSAW in the summer term***

Theme: Change	Year: 4
Lesson Title	Intended Learning Outcomes
1. Feelings about Change	I can say how a change might make me feel
2. Imposed or unwelcome change	I can tell you how I would feel if a change that I didn't want to happen was imposed on me I know some of the reasons that change can feel uncomfortable and scary
3. Emotion in Motion	I can tell you how it feels to belong to a group and know it is important for everyone I know that emotions and thoughts affect how we look and how we behave
4. Our Responses to Change	I know that what we feel and think affects what we do (how we behave) I can tell you why I behave as I do when I am finding change difficult I can sometimes understand why other people are behaving as they are when they are finding a change difficult I know some ways of dealing with the feelings that sometimes arise from changes

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
1	Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don’t like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies
	Piece 4 Inside Body Changes	identify how boys’ and girls’ bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Piece 2 Having A Baby	identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
	Piece 3 Girls and Puberty	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 2 Puberty for Girls	describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3	describe how boys’ and girls’ bodies change during puberty

	Puberty for Boys and Girls	express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this