



Shawlands Primary School

**Sex and Relationships Education Policy
REVIEWED EVERY 3 YEARS
(Spring 2022)**

Introduced: Autumn 2020

Written by A Marshall

Signed.....

Approved by the Governing Body on:

Signed.....



Shawlands Primary School



Sex and Relationships Education Policy

What is Sex and Relationship Education?

At Shawlands Primary School, we believe that Sex and Relationship Education informs children and young people how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It provides the building blocks and characteristics of positive relationships, with particular reference to friendships, family and relationships with each other.

Legislation

Under the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, we are required to teach Relationship and Health Education as part of providing a broad and balanced curriculum for all pupils. At our school, we complement this by providing Sex Education in year 5 and 6. This is all part of our PSHE Curriculum, which you can see the policy for on our website. This policy focuses specifically on Sex and Relationships Education.

Our Vision

All pupils at Shawlands Primary School have an entitlement to Sex and Relationship Education within the primary curriculum. We take a pro-active role and believe that Sex and Relationships Education is an essential part of the Personal, Social and Health Education of each child. We want our pupils to leave Shawlands with the knowledge and understanding of how their bodies might change and the skills to be able to deal with this, along with a secure understanding of what healthy relationships look like.

We use the '1 Decision' Scheme of Work to support discrete teaching of Sex and Relationships Education discrete lessons. This scheme ensures coverage and progression through the key stages, focussing on relationships in KS1 and growing and changing in KS2. We believe that building positive relationships and understanding how we grow and change has a crucial role in preparing and equipping children with the skills they need for later life. The scheme is inclusive of all the protected characteristics and represents a wide variety of relationships.

Aims & Objectives

Sex and Relationships Education forms an integral part of the PSHE learning process. We use our PSHE '1 Decision' scheme, to support the teaching of sex and relationship education and the outline of the units taught can be seen in appendix a.

In KS1, the children focus on 'relationships', including the topics 'bullying' and 'friendships'. In KS2, the children have discrete lessons for each year group based

around 'growing and changing'. See below the KS2 'Growing and Changing' learning outcomes:

Year 3- Touch

I can understand the difference between appropriate and inappropriate touch
I know why it is important to care about other people's feelings
I understand personal boundaries
I know who and how to ask for help
I can name the parts of the human body

Year 4- Appropriate Touch – Relationships

I can identify the different types of relationships we can have and describe how they change as we grow
I can explain how our families support us and how we can support them
I can identify how relationships can be healthy or unhealthy
I can explain how to ask for help and identify who can help us if a relationship makes me feel uncomfortable

Year 5- Puberty

I can explain what puberty means
I can describe the changes that boys and girls might go through during puberty
I can identify why our bodies go through puberty
I can develop coping strategies to help with the different stages of puberty
I can identify who and what can help using during puberty

Year 6- Conception

I can explain the terms 'conception' and 'reproduction'
I can describe the function of the male and female reproductive systems
I can identify the various ways an adult can have a child
I can explain the various stages of pregnancy
I can identify the laws around consent

Roles and Responsibilities

Miss A Marshall, PSHE Lead, is responsible for the overview of the Sex and Relationships programme in our school and supporting staff to ensure they feel confident in delivering the '1 Decision' curriculum. The programme will be delivered by class teachers and HLTAs, along with other professionals where appropriate.

Visiting Speakers

We believe that most of the Sex and Relationship Education programme is best taught by teachers who are known and trusted by the pupils and where relationships have already been built. However, visitors such as nurses, family planning or sexual health workers can greatly enhance the quality of some RSE provision and provide expert subject knowledge, therefore may be used when staff feel this is useful and / or necessary.

Monitoring, Evaluation and Assessment

Miss A Marshall, PSHE Lead, is responsible for the monitoring of Sex and Relationship Education in our school to ensure appropriate progression and coverage across year groups. The monitoring and evaluation of this subject will be taken through:

- Teacher's critical reflection of the scheme and their lessons.
- Children's knowledge and understanding of relevant modules, through written and verbal activities.
- Children's self-assessment of their understanding before and after a module.
- Work sample scrutiny after using the physical resources.
- Pupil voice will be influential in adapting and amending learning activities.

Parental Involvement

Parents / carers are informed about our policy, and any updates to our policy, through the school website. Each year, parents and carers of pupils in year 5 and 6 are sent a letter detailing the content of our 'Puberty' and 'Conception' units, ensuring they are fully aware of the curriculum being taught in school and notifying them of the non-compulsory elements. Parents / carers have the right to withdraw their children from Sex Education content (taught in year 6) that is not part of statutory Relationship Education or science curriculum.

Sensitivity around Relationship and Sex Education

As a school, we want children to feel comfortable to ask questions and feel that their questions will be acknowledged. Because of the nature of the discussions taking place in some Sex Education lessons, we will answer questions in a brief and factual manner. Teachers use a 'questions in a box' approach to ensure that adults can give very careful screening of the questions prior to them being read to the class to ensure that children are not exposed to inappropriate language or content.

Children are always reminded of the 'ground rules' at the start of these lessons, as seen in appendix b.

Safeguarding

Staff who teach SRE are reminded prior to the lessons that effective Sex and Relationship Education, which brings an understanding of what is and is not appropriate in a relationship, could lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in their absence, their deputy. This is in line with the Shawlands Cause for Concern Policy and Child Protection and Safeguarding Policy, which can be found on our website.

Our curriculum will be reflective of British laws as it applies to relationships, so that young people clearly understand what the law allows and does not allow and the wider legal implications of this.

Religious Character and Belief

Our school understands the importance of different faiths and community groups in the teaching of Sex and Relationship Education. We will take into account the different religious backgrounds of all pupils and treat these areas with respect. We have an open door policy for any parent to discuss their child's learning with their teacher if they have any questions or concerns. Parents have the right to withdraw their child from any content that is not part of the statutory science or relationship education curriculum.

SEND

Our school understands the importance of meeting the needs of all learners, including those with SEN/D. It is crucial that Sex and Relationship Education is accessible to all pupils. As a result, our teachers ensure that teaching is personalised for their current pupils. This can be read in conjunction with the SEND policy, which is displayed on our website.

<u>School Term</u>	<u>Whole School Theme</u>	<u>KS1</u>		<u>LKS2</u>		<u>UKS2</u>	
		<u>Cycle A (5-8)</u>	<u>Cycle B (5-8)</u>	<u>Cycle A (5-8)</u>	<u>Cycle B (8-11)</u>	<u>Cycle A (8-11)</u>	<u>Cycle B (8-11)</u>
Autumn 1	Keeping / Staying Safe	Road Safety	Preventing Accidents – Tying Shoelaces	Staying Safe (Leaning out of Windows)	Cycle Safety	Peer Pressure	Water Safety
	Keeping / Staying Healthy	Washing Hands	Healthy Eating Brushing Teeth	Medicine	Healthy Living	Smoking	Alcohol
Autumn 2	Relationships (KS1)	Friendships	Bullying				
	Growing and Changing (KS2)			DISCRETE Y3 ONLY - TOUCH	DISCRETE Y4 ONLY APPROPRIATE TOUCH	DISCRETE Y5 ONLY PUBERTY	DISCRETE Y6 ONLY CONCEPTION
	Fire Safety	Hoax Calling	Petty Arson				
	Being Responsible	Practice Makes Perfect	Water Spillages- preventing accidents	Stealing	Coming Home on Time	Stealing	Looking out for Other Children
Spring 1	Feelings and Emotions	Jealously	Worry Anger	Grief	Jealousy	Anger	Worry
Spring 2	Computer Safety	Online Bullying	Image Sharing Computer Safety	Making Friends online	Online Bullying	Making friends online	Image Sharing
Summer 1	Our World	Growing our World	Living in our World	Looking After our World	Chores at Home	Enterprise	In-app purchases
Summer 2	Hazard Watch	Is it safe to eat or drink?	Is it safe to play with?	Introduction to Breaking Down Barriers	Breaking Down Barriers	Inclusion and Acceptance	British Values

Ground Rules for SRE

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.