

Sex & Relationships Policy

Steeple Claydon Primary School and

Pre-School



Approved by:	Governor Teaching & Learning Committee	Date: Jan 2024
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Last reviewed on:	Spring 2024
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Next review due by:	Spring 2025
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Introduction

At Steeple Claydon School, we feel strongly that we are teaching children not just academic skills, but also preparing the children in our care to be life-long learners in accordance with our vision of 'Giving every child a chance to shine'.

Sex and Relationships Education (SRE) covers physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. We live in an increasingly complex world and equipping children with good quality SRE is vital to ensuring that they can be happy and healthy throughout their lives.

Consultation

The Sex and Relationships (SRE) Policy was developed in consultation with staff, parents, governors, and partner agencies, including the School Nursing Team.

Policy Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The SRE curriculum aims to teach children the following:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any relationship or sexual matters

The SRE policy should be read in conjunction with our equalities and cyber-safety policies.

The National Curriculum

Certain aspects of the Sex and Relationships strand of our PSHE (Personal, Social and Health Education) learning fall within the Science curriculum and are statutory – meaning that we are obliged to teach them by law. These are:

Key Stage 1:

Children should be taught

- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans and animals. □ that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and to treat others with sensitivity.

Key Stage 2:

Children should be taught

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

In addition, we are aware that guidance indicates that 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).

All that we teach at Steeple Claydon is in conjunction with our school values. We believe firmly that these values, which are interwoven with all areas of the curriculum, are the best way to teach respect, tolerance and compassion in all things.

In accordance with this advice, we have designed a curriculum which will allow children to gain an understanding of these vital ideas in a sensitive and age appropriate manner.

What we teach

All teaching is at an age-appropriate level and takes into account the understanding, emotional maturity and needs of the children in the class. Each year's learning is based on, and will return to, what has been covered in previous years.

Lessons will be evaluated and monitored in accordance with the school's Teaching and Learning policy.

Year Group and Overall Theme	Area of Learning	Lesson Content
Throughout school – all curriculum areas	Equalities	<ul style="list-style-type: none"> How are we all different? Is this OK? What do different families look like? There is no such thing as 'normal'
	Relationships and Safety	<ul style="list-style-type: none"> Respectful relationships Who do I talk to for help/advice?
Reception and Nursery: Safety	Personal Safety	<ul style="list-style-type: none"> Safe/Unsafe play areas Safe/Unsafe people
	Personal Hygiene	<ul style="list-style-type: none"> Hygiene – Hand washing, keeping clean etc.
Years One and Two: Relationships and Growing	Gender	<ul style="list-style-type: none"> Challenging male and female stereotypes
	Relationships	<ul style="list-style-type: none"> Explore different types of relationships e.g. family, friends, colleagues etc. Principles of relationships (especially friendships) such as trust and honesty etc.
	Communication	<ul style="list-style-type: none"> Expressing feelings, staying safe and asking for help
	Life-cycles	<ul style="list-style-type: none"> The life cycle and babies e.g. the life cycle of a frog or butterfly, the human life cycle
	Growth	<ul style="list-style-type: none"> Explore changes and why they occur e.g. what is the difference between babies and grown ups? Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?
	Keeping safe	<ul style="list-style-type: none"> Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me?
Year Three and Four: Changing and Gender Differences	Changes	<ul style="list-style-type: none"> Changes which occur to the body, emotions and relationships including the differences between boys and girls Name body parts and learning about the reproductive system
	Relationships	<ul style="list-style-type: none"> Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? <ul style="list-style-type: none"> What do the words 'lesbian' and 'gay' mean?
	Getting help	<ul style="list-style-type: none"> Identifying and coping with changes and asking for help

		<ul style="list-style-type: none"> • What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?
	Personal space	<ul style="list-style-type: none"> • Personal hygiene, safety
	Relationships	<ul style="list-style-type: none"> • Making decisions, making and keeping friends and changing feelings
Year Five: Growing Up	Relationships	<ul style="list-style-type: none"> • Changing relationships, especially with parents, and how to communicate effectively • Using terminology in correct and non-harmful ways. • Can some relationships be harmful? Why are families important for having babies and bringing them up?
	Body Image	<ul style="list-style-type: none"> • What it is, what effect it has on individuals and what influences it?
	Puberty	<ul style="list-style-type: none"> • What is it and why is it necessary? • Why and how humans reproduce – a scientific look (children are not introduced to the concept of sexual intercourse at this stage) • Who can I talk to if I want help or advice?
	Body image	<ul style="list-style-type: none"> • Personal hygiene and dealing with emotional changes • How does media impact on body image?
Year Six: Preparing for Change	Changing relationships	<ul style="list-style-type: none"> • Changes in relationships with parents, friends and physical attraction
	Reproduction	<ul style="list-style-type: none"> • Revisit puberty and reproduction, and sexual intercourse • What is the link between love and sex? (The two should go together but one does not necessarily equal the other). • What are wet dreams? Are sexual feelings normal? • Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?
		<ul style="list-style-type: none"> •

As stated above, this scheme of work should also be viewed alongside our School Values, cyber-safety and equalities policies.

Dealing with Sensitive Issues and Difficult Questions

Whilst we have prescribed some of the content for our learning and teaching, our Sex and Relationships Education should also provide opportunities for children to ‘talk honestly and openly’. Therefore, questions may arise which are not directly within the scope of the scheme of work. In

these circumstances, the teacher will respond to the questions appropriately, given the age and experience of the children. A 'question box' in each class will allow children to raise questions confidentially and also gives the teacher the opportunity to give a thoughtful answer rather than be put 'on the spot'.

A teacher may be asked a question which is not appropriate to the age and experience of the children in the class. In these circumstances the teacher will explain that this is a matter not dealt with in school, and encourage the child to consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

Partnerships with Parents

Steeple Claydon School is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation.

In prompting this objective we:

- Inform parents about the school's sex education policy
- answer any questions parents might have about the sex education of their child; take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- seek to work together with parents/carers to support the child with regard to sex education.

We believe that, through this mutual exchange of knowledge and information, children will benefit from consistent messages about their changing bodies and increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher. It is not possible to withdraw pupils from the elements of the programme that are part of the science curriculum as these are statutory requirements, or from the statutory elements of the relationship curriculum.

Confidentiality and Safeguarding

Teachers conduct sex education in a sensitive manner and in confidence. However, if a child makes reference to being involved, or possibly involved, in sexual activity, then the teacher will take it seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse.

The teachers will share any concerns with the designated teacher for child protection and safeguarding (in our school this is the Headteacher or, in her absence, the Deputy Headteacher). The matter will then be dealt with in line with our Child Protection Policy.