



Discovery Schools
Academy Trust



Leighfield
Primary School
Learning for Life

Sex and Relationships Education Policy

2018-2021

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

This policy was approved as follows:

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Draft

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1. Aims

This policy is designed to briefly outline the Schools and Trust's approach to Sex and Relationships Education within the statutory framework as defined in '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (Draft)*' (DfE February 2019). It provides additional guidance and templates, which complement and reinforce the statutory guidance.

Our Trust aims are to ensure that:

- Sex and relationship education is taught in **all schools**.
- Sex and relationship education is understood across all governance levels and by school leaders, staff, parents and pupils.
- Our schools are a safe and happy environment for all pupils.

At Leighfield Primary School we believe:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- SRE is an entitlement for all young people. Difference and diversity must be considered when delivering SRE.
- Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

2. Objectives

At Leighfield Primary School:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values showing respect for other races, religions and ways of life.

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills.
- develop positive values and a moral framework that will guide their decisions and behaviour.
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- respect themselves and others, their views, backgrounds, cultures and experiences.
- develop loving, caring relationships based on mutual respect.
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- understand the process of human reproduction.
- understand the reasons for and benefits of delaying sexual activity.
- be prepared for puberty and the emotional and physical effects of body changes.
- understand the attitudes and skills needed to maintain their sexual health.
- recognise and avoid exploitative relationships.
- have opportunities throughout their schooling to address SRE in an age-appropriate way.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

3. Statutory Requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

Discovery Trust academies do teach SRE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Leighfield Primary School we teach SRE as set out in this policy.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'SRE for the 21st Century'. Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' as it states: "It is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

4. Policy Development and related policies

This policy has been developed in consultation with trustees, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a Discovery Schools Academy Trust collaborative group of professionals, representative of 13 schools pulled together all relevant information including relevant national and local guidance .
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their SRE.
5. Trust Board consultation - all Trustees were given the opportunity to look at the policy and make recommendations.
6. Ratification – once amendments were made, the policy was shared with the Advisory Board and adopted.

Related Policies

Other school policies are relevant to our provision of SRE:

- PSHE and Citizenship
- Child Protection and Safeguarding Policy and Procedures
- Science
- DSAT IT and online safety policy
- Confidentiality

5. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

6. Delivery of SRE

At Leighfield Primary School, we firmly believe children should be taught age appropriate and developmentally appropriate SRE to enable our children to understand how to be safe and manage their personal and social lives in a positive way. This policy reflects our whole school aims of promoting learning for life and encouraging our children to grow and develop a positive self-image and become responsible individuals. Our school values of 'Resilience, Pride and Respect' underpin the SRE curriculum taught in our school, nurturing an ethos of kindness, tolerance and independence. The SRE curriculum is taught in an inclusive and sensitive way, giving respect to the beliefs of pupils and parents.

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks

- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school.

Our Curriculum for SRE (*see Appendix 4*) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks, Cambridge PSHE Services lessons. Other Curriculum areas, especially Science, RE and PE Enrichment activities, visits from the outside organisations such as the NSPCC, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school are also valuable inclusions to the PHSE curriculum at Leighfield Primary School.

Specific Units of Work on SRE are planned into our teaching programme every year in all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery. Sometimes outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked.

Key Stage 1:

In this Key Stage, SRE will lay the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Children will understand how to keep safe and how to communicate worries with a trusted adult. RSE sessions will promote self-esteem and wellbeing.

Key Stage 2:

During Key Stage 2, children will be prepared for the changes of puberty, taught conception and pregnancy. They will expand on how to treat each other/show respect within friendships and relationships. Children will further explore ways of keeping safe and promoting self-esteem and wellbeing.

6.2 Entitlements

At Leighfield Primary School, together with our community partners, we are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

1. Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
2. A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time
3. Know where and how to access information, support and local services
4. Be informed about issues of confidentiality and how it affects them
5. Have their views and ideas received in a respectful and non-judgemental manner
6. Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

Teaching Staff are entitled to:

1. Access to high quality, up-to-date, accurate information, resources and training
2. Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE
3. Contribute their views and ideas in support of the development of SRE for children
4. Professional guidance and support
5. Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

1. Accessible, accurate, up-to-date, information delivered in a way which meets their needs
2. A safe and supportive environment for their children
3. Information on how and when SRE is taught
4. Understand their rights and responsibilities in relation to SRE policy and curriculum.

6.3 Teaching Methodologies

Ground Rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. Dealing with difficult questions ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions. Although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

When planning and delivering the SRE curriculum, we will primarily use The PSHE Toolkit (As outlined by the PSHE Association) and supporting materials published by the Cambridge PSHE Services (From September 2019). We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources that meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for SRE
- relate to the aims and objectives of this Policy

- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organization
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

The content of the relationships and sex education programme.

RSE sessions will predominantly be taught by the class teacher. On occasions, these may be supported by DBS checked professionals such as the school nurse. Class teachers will use the following agreed resources and materials to teach RSE at Leighfield Primary School:

- School Nursing resources and PowerPoint presentations
- FPA resources, including lesson plans – Growing up with Yasmine and Tom.
- The Expect Respect education toolkit – women’s aid, including lesson plans
- Cambridge Services lesson plans and resources

A mixture of practical, interactive and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to RSE. The school will also deliver a Protective Behaviours programme, based on body privacy and body parts. This programme has a whole school approach and will be taught in an age-appropriate way to all children from EYFS to Year 6. Whole school assemblies will also cover key elements of the Protective Behaviours programme.

In Foundation Stage, Children will be introduced to the body and learn about how to look after it. They will also begin to look at the concept of male and female. These differences will be discussed in the context of humans and animals. They will learn the importance of basic hygiene. Children will be taught skills to develop new friendships and think about their existing friendships with others.

Key stage 1, Children will learn about the life cycle of a human being, our bodies and how to look after them. They will also consider differences between people and learn to respect others. Children will think about growing up and how to build and maintain friendships, showing respect and courtesy to others. They will continue to learn about basic hygiene and why it is important to keep them healthy.

Key stage 2, children will build upon their learning from Key Stage 1. They will further explore growing up; understand how to build positive relationships with others; and how to keep healthy and safe.

In Year 3, children will be taught to recognise and challenge stereotypes, whilst further understanding and accepting differences between themselves and others. They will continue to learn about their body and how to keep it healthy. They will be taught how to keep safe and be encouraged to make good choices. Children continue to learn about respect for themselves and others.

In Year 4, children will continue to learn about growing up and change as an introduction to puberty. This may include timelines and life cycles (death will not be actively taught but may be reactive and sensitively discussed if the subject is arisen by the children). Children will build on their understanding of their bodies and how to keep them healthy. They will further explore respectful friendships with others.

In Year 5, children will be introduced to puberty and the changes that occur. They will also discuss how to manage these changes and how to look after their emotions. They will be learning about the importance of hygiene. Children will continue to explore relationships in the context of friendships.

In Year 6, children will learn about human lifecycles, including how a baby grows in the womb. They will continue to explore relationships in the context of friendships, to promote kindness. They will be taught about healthy and safe relationships, in the context of social interactions online. They will learn about puberty in more detail, reinforcing information received in year 5 but using different materials and delivery. Learning will include understanding the importance of hygiene, dealing with emotions and the changes to boys and girls. They will learn about why these changes happen, including wet dreams. They will be introduced to conception and pregnancy. Questions on contraception, same sex relationships, masturbation, gender identity are answered in an age appropriate way if the subject arises however they are not actively taught.

6.4 Puberty

Primary: We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

Special: We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates. We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs.

Provision for pubertal children Sanitary disposal units are located in some of the cubicles within the girls' toilets. Girls who have started their periods can approach any member of staff for support or sanitary protection.

6.5 Contraception

Primary: We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's SRE Questions in the Primary School'

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught SRE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

Special: We will teach about contraception in the context of SRE and PSHE. We will make information about sources of contraception available to pupils and use participative learning methods to ensure young people are able to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly.

We understand that adults in school are required to:

- provide education about contraception and where it can be obtained to those participating in SRE (Those whose parents have withdrawn them from SRE must still consider how the medical use of hormones can control or promote fertility as part of the Science Curriculum)
- provide information about confidential advice and treatment services to all young people
- follow the school's Confidentiality and Safeguarding and Child Protection policies.

Those delivering the Curriculum for SRE will be aware of the local provision for young people who wish to find out more about contraception or access it.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

6.6 Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.

- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Inclusion and differentiation included in the delivery of the sessions will be consideration of Sexual orientation, gender identity faith and culture, as part of the school's inclusion policy. Due to the diversity of families and relationships small group work or one to one sessions will be offered to meet individual needs. Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

The needs of boys as well as girls Historically, within RSE there has been a tendency to focus more heavily on girls rather than boys. However, Cornerstone Academy Trust will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

Safeguarding children Children occasionally make personal disclosures either in class or to individual teachers, if this situation arises it will be dealt with in line with the current Safeguarding Policy and procedures.

Learning styles and special needs: Some children may benefit from extra support or smaller group provision. Where this is felt necessary it will be offered.

6.7 Resources

Resources that could be used in teaching RSE and puberty are:

- FPA resources – Growing up with Yasmine and Tom
- Factual books
- CWP resources
- NSPCC visits, resources and lesson plans.
- Channel 4 Learning DVD “About Us Living and Growing’
- Expect Respect education toolkit – women’s aid.
- PowerPoint presentations.
- In Year 5 and 6 - Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/foetuses /body board
- Evaluation forms at beginning and end of session to children and teachers.
- Games
- Worksheets to facilitate group-work and discussion.

6.8 Pupil Participation

- We will involve children in the evaluation and development of their SRE in ways appropriate to their age
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our SRE programme and the areas to be further developed.

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7 Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

7.1 The Trust board

The Trust board will approve the SRE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE
- Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7.5 PSHE Coordinator

- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the SRE curriculum.
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator.

8. Involvement of Parents and their right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter of our school SRE curriculum
- Providing parents, through our website, to comment on SRE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in SRE
- Gathering parents' views on the SRE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in SRE
- Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers will be given access to this Policy on request. It will also be available on the school website within the 'Policy' section or from the school Office. It will be discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

Parents' have the right to withdraw their children from the non-statutory components of SRE (Appendix 2).

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

9. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

10. Monitoring, Evaluating and Reviewing our SRE Policy

Monitoring and evaluation of the Policy is the responsibility of the Senior Leadership Team and the Advisory Board. Information will be gathered from the Head Teacher, the PSHE Co-ordinator and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.

Appendix 1

Specific year groups planning sheet

Key Stage One: Growing and changing; Making babies; Respect / friendship / kindness

How it could be taught

Growing and Changing; Using animals to explain how they grow (visit to a farm); Relating this to children, changes that have happened since they were a baby; What they can do now; Talking, toilet trained, feeding themselves, dressing themselves and starting to take care of their personal hygiene (cleaning teeth, washing face and hands etc); Briefly mentioning older siblings wanting to do different things (12yr old brother getting bigger and moody – introducing the concept of puberty but no more than mentioning that we continue to grow until we are an adult); Using the life cycle of a human being; Differences to boys and girls;

Making Babies; Introducing concept of where babies come from, Mummy's tummy. Seed inside the Daddy, egg inside the mummy. The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out. Pregnancy - womb being a special place where the baby grows and comes out when it's ready

Respect / friendship and kindness: Expect respect lesson plans; Bullying / kindness / how to treat each other

Key stage Two:

Puberty: Hormones Emotional changes / relationships / kindness / friendships/ bullying; Taking care of your emotional health Relationships with parents, friends; Specific gender changes including; Wet-dreams Masturbation – not actively taught; Periods; Breast development; Hygiene; How to keep clean and take care of yourself as you are growing

Sex: What is love, including trust, respect and communication; Discussion on sex including; Knowing someone well and trusting them; People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception; Conception / pregnancy; 2 women or two men could love each other. – not actively taught; Family models – different families, what is a family?

FPA interactive resources – 'Growing up with Yasmine and Tom'

Annual subscription resources will be regularly updated.

Body; Lifestyle; Gender stereotypes; Keeping safe; Feelings Relationships; Pre-puberty changes People that can help; How to stay safe online; Periods Wet-dreams; How babies are made and born; Feelings; Resilience; Knowing boundaries

Body changes; Puberty /hygiene

Links to information regarding the 'PANTS' programme in schools

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-resources-lessonplan.pdf>

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-teaching-resourceguidance.pdf>

Appendix 2

The teaching programme - legal requirements

Nursery/foundation

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

Year 1 and year 2

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the rights amounts of different types of food, and hygiene.

Lower key stage 2 (Yr. 3 and 4)

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Upper key stage 2 (Yr5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird. Describe the life process of reproduction in plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. (Sept. 2013 national curriculum)

Appendix 3

References

Guidance on producing your school's SRE policy – PSHE Association 2013
WWW.SEXEDUCATIONFORUM.ORG.UK Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School Sex and Relationship Education Guidance DfE 2000
National Curriculum SEPT 2013 Arc federation SRE policy - 2014 Every child matters - 2004 Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five. (DfE, 2012) PSHE association Department for Education. (2017) Schools to teach 21st Century Relationships and Sex Education. Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health And Economic Education. (2017)

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Appendix 4

Leighfield Primary School – PHSE and SRE Overview 2019/20 and suggested lesson coverage.

	Term					
Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Myself and My Relationships (1) - Beginning and Belonging</p> <p>Likes and dislikes/similarities and differences/ setting goals/ recognising feelings/ ground rules/rights and responsibilities</p>	<p>Citizenship (1) - Identities and Diversity</p> <p>Similarities/ difference/ diversity/ respect/our beliefs/ culture/ race and religion</p>	<p>Myself and My Relationships (2&3) - Family and Friends/Anti-bullying/Emotions</p> <p>Valuing difference and diversity/conflict resolution/being assertive/asking for help/managing emotions/Fair and unfair</p>	<p>Citizenship (2) - Me and My World</p> <p>People and places/ family/ school and neighbourhood/ jobs, roles and responsibilities/ helping and working together/ caring for living things/ money</p>	<p>Healthy and Safer Lifestyles (1) - My Body and Growing Up</p> <p>Valuing the body /body parts/ my teeth/ shapes and sizes/ self care skills/ change and responsibilities</p>	<p>Healthy and Safer Lifestyles (2&3) - Keeping Safe/ Healthy Lifestyles</p> <p>Assessing risk/ personal safety skills/ good and bad secrets/ good and bad touches/ real and pretend/ lost and found/ road safety/ safe use of medicines/ healthy choices/ teeth/ exercise/ rest and sleep</p>
British Values						
Year 1	<p>Myself and My Relationships (4) - Beginning and Belonging</p> <p>Class rules/ similarities and differences/ recognising feelings/ calming down/ safety circles/ asking for help</p> <p>Healthy and Safer Lifestyles (6) - Sex and Relationships Education <i>(Taught in Science)</i></p> <p>External parts of the body/ valuing the body/ personal hygiene</p>	<p>Healthy and Safer Lifestyles (4) – Managing Risk</p> <p>Risky situations/ emotions associated with risk/ basic personal information/ asking for and giving help in an emergency/ safety eyes and ears</p> <p>Healthy and Safer Lifestyles (7) – Healthy Lifestyles <i>(Taught in Science)</i></p> <p>Staying healthy/ physical activity/ healthy eating/ fruit and vegetables/ food preparation/ rest and sleep</p>	<p>Myself and My Relationships (5) – Me and My Emotions</p> <p>Self awareness/ identifying and naming emotions/ coping with feelings/ likes and dislikes/ feeling proud/ impulsive behaviour/ calming own and relaxing/ worry and anxiety/ assertiveness</p>	<p>Citizenship (3) – Working Together</p> <p>Recognising strengths/ developing skills/ steps towards goals/ effective communication/ compromise and co-operation/ discussions and negotiation/ group work and communication skills/ evaluating</p>	<p>Citizenship (4) – Diversity and Communities</p> <p>Similarities and differences/ valuing diversity/ different cultures and beliefs/ groups in and out of school/ respect/ community/ stereotypes/ people who help us/ school environment/ local environment/ needs of people/ animals/ pets/ plants</p>	<p>Healthy and Safer Lifestyles (5) – Safety Contexts</p> <p>Road safety/ travel to and from school/ rules for keeping safer/ sun safety/ water safety/ keeping safe from accidents</p>

British Values	I can explain how some people have helped us have better lives when living in Britain	I can explain where I live and tell someone my address	I can locate the U.K on a map	I can name some kings and queens of Britain		
Year 2	<p>Citizenship (5) – Rights and Responsibilities</p> <p>Class and school rules/ rules and laws in society/ understanding right and wrong/ explaining views/ decision making/ school councils/ responsibilities to other people</p> <p>Myself and My Relationship (6) – Family and Friends</p> <p>Friendships/ special people/ families/ changing friendship patterns/ valuing difference/ different points of view/ people who help/ safety circles/ conflict resolution</p>	<p>Myself and My Relationships (7) – Anti-bullying</p> <p>Valuing difference and diversity/ physical, mental and emotional wellbeing, strategies for dealing with bullying including assertiveness, safety circle, asking for help and telling, supporting others, creating an anti-bullying ethos</p>	<p>Healthy and Safer Lifestyles (8) – Drug Education</p> <p>Medicines/ attitudes to health professionals/ feeling ill, feeling better/ risky household substances/ safety rules/ being persuaded</p>	<p>Healthy and Safer Lifestyles (10) – Sex and Relationships Education</p> <p>Babies to children to adults/ growing up/ changing responsibilities</p>	<p>Myself and My Relationships (8) – Managing Change</p> <p>Changing friendship patterns/ changing skills and responsibilities/ habits/ transitions within school/ losing things/ emotions involved in change/ sharing people</p>	<p>Economic Wellbeing (1) – Financial capability</p> <p>Money in different/ familiar context, cash values, money as a finite resource, uses of money, saving and spending, effects of loss, how banks work, emotions in relation to money, charity</p>
British Values	Name capital cities of England, Wales, Scotland and Ireland. I can find where I live on a map. I can name some continents and some of the oceans in the world	I can explain why Britain has a special history by naming some key events and people			I can name the continents and some oceans in the world	I can recount the life of some famous people in Britain who lived in the past. (Grace Darling)

Lower Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
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<p>Year 3</p>	<p>Myself and My Relationships (9) – Beginning and Belonging</p> <p>Class charters/ responsibilities/ belonging/ new situations/ meeting new people/ managing feelings/ making choices/ problem solving/ asking for help</p> <p>Myself and My Relationships (10) – My Emotions</p> <p>Understanding feelings/ coping with feelings/ communicating emotions/ impact of emotions/ sharing feelings with others/ impulsive behaviour/ stopping and thinking before acting/ relaxation/ assertiveness/ help and support</p>	<p>Citizenship (6) – Working Together</p> <p>Recognising and valuing strengths/ developing skills/ steps towards goals/ effective communication/ questioning skills/ problem solving and perseverance/ decision making/ group work skills/ evaluating/ giving and receiving feedback</p>	<p>Healthy and Safer Lifestyles (11) - Managing Risk</p> <p>Identifying types of risk/ dealing with pressure in risky situations/ reactions to risk/ taking action in an emergency</p> <p>Healthy and Safer Lifestyles (12) – Safety Contexts</p> <p>Road safety/ fire safety/ beach safety/ safety near inland waterways/ safety during activities and visits/ preventing accidents in familiar settings</p>	<p>Healthy and Safer Lifestyles (14) – Healthy Lifestyles</p> <p><i>(Taught in Science)</i></p> <p>Healthy eating and physical activity/ influences on food choices/ balanced diet/ eatwell plate/ basic food hygiene/ dental care/ leisure activities</p>	<p>Citizenship (7) – Diversity and Communities</p> <p>Identity/ similarities and differences/ people with different backgrounds/ stereotypes/ community cohesion/ roles in the community/ local and wider environment/ basic animal welfare/ role of media</p>	<p>Healthy and Safer Lifestyles (13) – Sex and Relationships Education</p> <p>Differences between males and females/ valuing the body's uniqueness and capabilities/ responsibilities for hygiene</p>	
<p>British Values</p>	<p>I can name the countries of Europe and capital cities</p>	<p>I understand the term democracy and can explain how this works in my school, my locality and my country</p>	<p>I can explain why we have a school council and how this contributes to the decisions made in school</p>	<p>I can name some past and present monarchs and understand their impact on British society, both at the time of their reign and in the present day</p>	<p>I can explain some of the times when Britain has been invaded</p>		

<p>Year 4</p>	<p>Citizenship (8) – Rights, Rules and Responsibilities</p> <p>Class rules and charters/ rights and responsibilities/ democracy at school/ school councils/ decision making/ debating and voting/ responsibilities at home and school</p>	<p>Myself and My Relationships (11) – Family and Friends</p> <p>Managing friendships/ special people and networks/ understanding and valuing difference/ compromise/ emotions in relationships/ conflict resolution/ family patterns</p> <p>Myself and My Relationships (12) – Anti-bullying</p> <p>Types of bullying/ bullying related to race, religion or culture/ physical, mental and emotional wellbeing/ strategies for dealing with bullying/ networks of support</p>	<p>Healthy and Safer Lifestyles (15) – Drug Education</p> <p>Medicines and legal drugs/ people who use medicines and legal drugs/ rules for safe storage/ finding risky items/ influence of friends and media</p>	<p>Healthy and Safer Lifestyles (16) – Personal Safety</p> <p>Personal safety/ responsibility for safety/ good and bad touches/ secrets, promises and tricks/ assertiveness/ e-safety/ telling</p>	<p>Healthy and Safer Lifestyles (17) - Sex and Relationships Education</p> <p>Stages of human life/ being grown up/ my responsibilities/ parents' responsibilities</p> <p>Economic Wellbeing (2) – Financial Capability</p> <p>Understanding large amounts of money/ sources of money/ saving and spending/ keeping track of money/ impact of choices/ charities/emotions</p>	<p>Myself and My Relationships (13) – Managing Change</p> <p>Range of experiences of change/ emotions involved in loss and change/ other aspects of change/ people I see, people I don't see/ taking responsibility for choices/ making amends/ confidence in new situations/ bereavement</p>	
<p>British Values</p>	<p>I can talk about Uppingham and some things that make it special</p>	<p>I can explain the difference between the British Isles, Great Britain and the UK. I can name some of the main islands that surround the United Kingdom</p>		<p>I can explain why people may be attracted to live in cities. I can find at least six cities in the U.K on a map</p>		<p>I can understand what a local government is and how they contribute to central government.</p>	

Upper Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Myself and My Relationships (14) – Beginning and Belonging</p> <p>Class charters/ responsibilities/ belonging/ new experiences/ managing emotions/ calming down/ problem solving/ support networks</p> <p>Citizenship (11) – Rights, Rules and Responsibilities</p> <p>Children’s rights/ conflicting rights and responsibilities/ rules and laws in society/ local and national democracy/ school ad class councils/ social and moral issues</p>	<p>Myself and My Relationships (17) – Anti-bullying</p> <p>Types of bullying including bullying related to race, religion or culture/ homophobic bullying/ physical, mental and emotional wellbeing/ peer pressure/ roles in bullying/ strategies for dealing with bullying/ cyberbullying/ community cohesion/ support</p> <p>Myself and My Relationships (16) – Family and Friends</p> <p>Changing networks/ respecting difference/ sustaining friendships/ anger management/ family patterns/ influences and pressures/ different perspectives/ cooperation/ network of support groups</p>	<p>Healthy and Safer Lifestyles (21) – Healthy Lifestyles (Taught in Science)</p> <p>Effects and benefits of healthy eating and physical activity/ eatwell plate/ basic food hygiene/ lifestyle and leisure choice/ physical and mental health</p>	<p>Citizenship (10) – Diversity and Communities (elements taught in RE – Sikhism)</p> <p>Diversity n communities/ community cohesion/ challenging stereotypes/ the community and roles in it/ voluntary, community, charitable and pressure groups/ environmental issues/ sustainability</p>	<p>Healthy and Safer Lifestyles (23) – Personal Safety (NSPCC talk)</p> <p>Personal safety/ acceptable and unacceptable physical contact/ secrets and promises/ network of support/ trusted adults/ organisations that can help/ assertiveness/ managing pressure/ domestic violence/e-safety</p> <p>Healthy and Safer Lifestyles (19) – Safety Contexts (Bikeability)</p> <p>Road safety/ sun safety/ cycle safety/ railway safety/ electrical safety/ health and safety rules in school/ preventing a wider range of accidents</p>	<p>Healthy and Safer Lifestyles (22) - Drug Education</p> <p>Legal and illegal drugs/ effects of drug use/ essential use of medicines/ misuse of substances/ staying safe around risky substances/ influence of friends and media/ reliable information/ first aid</p> <p>Healthy and Safer Lifestyles (20) – Sex and Relationships Education</p> <p>Names of sexual parts/ puberty/ physical change/ menstruation/ developing body image/ changing hygiene routines/ viruses and bacteria</p>
British Values	I can explain how parliament affects decision making in England. I can name out local MP and the party they represent.	I can recognise and value British institutions	I can recognise and value tolerance and equality in the UK and compare it with other places	I can recognise and value tolerance and equality in the UK and compare it with other places		I know what anti-social behaviour is and how to combat it

<p>Year 6</p>	<p>Citizenship (11) – Rights, Rules and Responsibilities</p> <p>Children’s rights/ conflicting rights and responsibilities/ rules and laws in society/ local and national democracy/ school ad class councils/ social and moral issues</p> <p>Myself and My Relationships (14) – Beginning and Belonging</p> <p>Ground rules/ responsibilities/ belonging/ new experiences/ managing emotions/ problem solving/ networks of support</p> <p>Warning Zone Visit – Healthy and Safer Lifestyles (18 & 19) – Managing Risk/Safety Contexts</p> <p>road safety/ sun safety/ cycle safety/ railway safety/ electrical safety</p>	<p>Myself and My Relationships (17) – Anti-bullying</p> <p>Types of bullying including bullying related to race, religion or culture/ homophobic bullying/ physical, mental and emotional wellbeing/ peer pressure/ roles in bullying/ strategies for dealing with bullying/ cyberbullying/ community cohesion/ support</p> <p>Myself and My Relationships (15) – My Emotions</p> <p>Self awareness/ feelings, thoughts, behaviour/ mental health and what affects it/ mood changes/ worry and anxiety/ managing strong feelings/ empathy/ calming down/ assertiveness/ making informed choices/ assessing risk/ network of support</p>	<p>Healthy and Safer Lifestyles (18) – Managing Risk</p> <p>Positive and negative aspects of taking risk/ consequences and degrees of taking risk/ personal responsibility for safety/ risk reduction strategies/ getting help/ sources of support/ basic first aid</p>	<p>Citizenship (9) – Working Together</p> <p>Self perception and self evaluation/ developing skills/ steps towards goals/ the world of work/ effective communication/ chairing group discussions/ negotiations and debate/ problem solving and perseverance/ influence of the media/ evaluation</p>	<p>Healthy and Safer Lifestyles (23) – Personal Safety</p> <p><i>(NSPCC talk)</i></p> <p>Personal safety/ acceptable and unacceptable physical contact/ secrets and promises/ network of support/ trusted adults/ organisations that can help/ assertiveness/ managing pressure/ domestic violence/e-safety</p>	<p>Healthy and Safer Lifestyles (24) – Sex and Relationships Education</p> <p>Human lifecycle/ sexual reproduction/ changing emotions/ responsibility for others/ love and marriage/ families</p> <p>Myself and My Relationships (18) – Managing Change</p> <p>Range of changes/ coping with loss/ emotions involved/ sources of support/ bereavement and family change/ friendship change/ transition between schools/ outcomes of change/ coping with challenges/ managing risk/ supporting others</p> <p>Economic Wellbeing (3) – Financial capability</p> <p><i>(Enterprise)</i></p> <p>Earnings and deductions/ wants and needs/ range of jobs/ budgeting/ debt and credit/ financial planning/ making choices/ managing feelings about money/ poverty/ roles of charities</p>
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British Values	Rule of Law Democracy	Mutual Respect	Individual Liberty		Democracy	Democracy
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