

# Castor C.E. Primary School

**Policy Name:** Sex and Relationship Education Policy

**Committee Responsible for Policy:** Learning and Progress

**Policy written by:** PSHE LEAD  
Guidance from Cambridgeshire PSHE services



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**Date approved by Governors:** September 2022

**Signature:** \_\_\_\_\_

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**Where:** website, relevant to staff induction, school network – Staff > Policies > Curriculum

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to Castor School's Race Equality Statement



Article 3 "The best interests of the child must be a top priority in all decisions and actions that affect children."

Article 12 (respect for the views of the child) "Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life."

Article 13 (freedom of expression) "Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law."

Article 17 (access to information from the media) "Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them."

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## **Section 1 – The Context of Our Sex and Relationships Education Policy**

### **a) Our Shared Beliefs about SRE**

In line with our vision, at Castor CE Primary school we believe:

- SRE is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships.
- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community;
- SRE is an entitlement for all young people. Difference and diversity must be taken into account 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.
- Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

### **b) Entitlements**

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

**Children** are entitled to:

- accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs;
- a well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time;
- know where and how to access information, support and local services
- be informed about issues of confidentiality and how it affects them
- have their views and ideas received in a respectful and non-judgemental manner
- be involved in developing and evaluating the content, delivery and timing of their SRE programme.

**Adults working with children** are entitled to:

- access to high quality, up-to-date, accurate information, resources and training;
- mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE;
- contribute their views and ideas in support of the development of SRE for children;
- professional guidance and support;
- opportunities to share good practice;
- be informed about issues of confidentiality and procedures to be followed.

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

- accessible, accurate, up-to-date, information delivered in a way which meets their needs;
- a safe and supportive environment for their children;
- information on how and when SRE is taught;

- understand their rights and responsibilities in relation to SRE policy and curriculum;
- be informed about issues of confidentiality and how it affects them and their children;
- have their views and ideas received in a respectful, non-judgemental manner.

### c) The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE policy contributes to meeting local and national priorities as described in strategies such as:

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

- [Keeping Children Safe in Education 2018](#)
- [Healthy School Status](#)
- [Children Looked After \(CLA\)](#)
- [Children and Young People's Plan](#)
- [National Service Framework for Children, Young People and Maternity Services](#)
- [Safeguarding and Child Protection procedures and policies](#)

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

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

- [develop interpersonal and communication skills](#)
- [develop positive, personal values and a moral framework that will guide their decisions and behaviour](#)
- [respect themselves and others, their views, backgrounds, cultures and experiences](#)
- [develop respectful, caring relationships based on mutuality, reciprocity and trust](#)
- [develop their ability to keep themselves and others safe, physically and emotionally, both on and off line](#)
- [develop their understanding of a variety of families and how families are central to the wellbeing of children](#)
- [recognise and avoid coercive and exploitative relationships](#)
- [explore relationships in ways appropriate to their age and stage of development](#)
- [value, care for and respect their bodies](#)
- [build confidence in accessing additional advice and support for themselves and others.](#)

## **Section 2 –Our Sex and Relationships Education Policy**

### a) Introduction

Our work in SRE is set in the wider context of our school vision, values and ethos and we:

- promote a healthy, safe and caring environment for all pupils and staff;
- provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs;
- 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 whole community;
- prepare our pupils to confidently engage with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe choices;
- provide children, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively;
- help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood;
- create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

### **Equality**

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- 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.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality.

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). Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

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.

Our SRE policy is the responsibility of the governing body and has been developed through discussion with staff by the PSHE Co-ordinator with the support of the PSHE governor/Head Teacher and reviewed by staff.

#### b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school, ensuring they are always in accordance with our vision. 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;
- be able to name the parts of the body and 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;
- value, care for and respect their bodies;
- access additional advice and support.

#### c) Delivering Our SRE curriculum

Our Curriculum for SRE (see section 4) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum, DfE and OfSTED guidance and 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, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

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, SEAL;
- other Curriculum areas, especially Science, English, RE and PE;
- enrichment activities, our assembly programme, SEAL programme, visits, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on SRE are planned into our teaching programme every year in single age groups (as described in our PSHE Topic Map). 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 and 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.

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

#### d) Responsibilities for Curriculum Delivery and Policy Implementation

- 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.
- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- 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, Head Teacher and Staff.

## e) Teaching Methodologies

### Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Ground Rules:** Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education 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.

**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.

**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 our vision, the stated school aims and curriculum content for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents/carers or other sources of support, such as health professionals.

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.

## f) Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships

- 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 parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

#### g) Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the SRE Curriculum. 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 which meet these objectives and will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the 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 organisation;
- 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.

#### h) Use of Visitors to Support SRE

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met and that their ideas sit alongside the values and vision we have for our children.

We will follow this principle when working with visitors, ensuring that:

- the care and management of pupils is the responsibility of the school at all times;
- in class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff;
- the school will know whether visitors are CRB checked and arrangements will be made to accompany them as appropriate;
- all visitors will be made aware of the content and principles of this policy, prior to their visit;
- all lessons will be planned in direct liaison with the PSHE Co-ordinator/ Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme;
- visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members;
- any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand;
- the contributions of visitors will be regularly monitored and evaluated.

#### i) Confidentiality

In our school we have a clear and explicit Child Protection policy, which is shared with staff, pupils and parents/carers. The policy states that:

- staff are unable to offer absolute confidentiality;
- we will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm;
- children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality procedures. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

#### **i) 1) Safeguarding and Child Protection**

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

#### **i) 2) Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

#### j) Staff Training

Teaching SRE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for SRE. We will also encourage the sharing of good practice.

#### k) Role of Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. A link governor for PSHCE (including Relationships Education) has been nominated.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all

- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

#### l) Pupil Participation

We will involve children in the evaluation and development of their SRE in ways appropriate to their age.

- We will refer to local/countywide/national data eg Health-related Behaviour Survey for our school/district.
- 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.

#### m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects 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 forthcoming SRE topics;
- making the SRE Policy available to parents on request;
- informing parents and carers about the SRE programme as their child joins the school through the school 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 have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum – currently, the Curriculum Programmes of Study for Science. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child from SRE should, in the first instance, contact the Head Teacher to discuss the matter. Parents or Carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.

#### n) Monitoring, Evaluating and Reviewing Our SRE Policy

Monitoring and evaluation of the policy is the responsibility of the governing body. 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.

The policy will be formally reviewed every three years. The next review will take place in 2024.

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHCE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.
- **Section 3 – Sensitive Issues**

#### a) Puberty

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 or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. 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 in a helpful way without embarrassment.

#### b) Contraception

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 'Answering Children's Questions relating to SRE'. 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.

#### c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

#### d) STI's and HIV/AIDS

We will not teach directly about STI's, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

#### e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

### Curriculum Organisation

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons and circle time
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities.

## Anti-Bullying

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying and Family and Friends we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference

- Are able to ask for support and support others when relationships are tough.

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. participation in our school values, assembly programme, UNICEF award.

We offer a variety of interventions and support to children experiencing mental ill health e.g. children have the luxury of knowing they can talk to any adults in school with an open door policy.

All members of staff understand their role in supporting our strong anti-bullying culture.

## **Appendixes**

Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21<sup>st</sup> Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

**Adults working with children are entitled to:**

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

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

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

Key contacts

Head: Alice Edwards

Safeguarding leads: Alice Edwards, Louise Abbott, Karen Armstrong.

PSHE Lead: Laura Green

Wellbeing Lead: Karen Armstrong

Science Lead: Michelle Mills

ICT Lead: Sophie Bates

Lead Governor:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Foundation</b>	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF  My Emotions MMR3 MEF	Identities & Diversity Ci1 IDF  Me and My World Ci2 MWF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
<b>Year 1</b>	Beginning and Belonging MMR4 BB12	Family and Friends MMR6 FF12  Anti-bullying MMR7 AB12	Diversity and Communities Ci4 DC12	Sex & Relationships Education HSL6 SR1  Drug Education HSL8 DE12	Personal Safety HSL9 PS12	Managing Change MMR8 MC12
<b>Year 2</b>	Rights, Rules and Responsibilities Ci5 RR12	My Emotions MMR5 ME12  Anti-bullying MMR7 AB12	Working Together Ci3 WT12  Financial Capability EW1 FC12	Sex & Relationships Education HSL10 SR2  Drug Education HSL8 DE12	Managing Risk HSL4 MR12  Safety Contexts HSL5 SC12	Healthy Lifestyles HSL7 HL12
<b>Year 3</b>	Beginning and Belonging MMR9 BB34	Family and Friends MMR11 FF34  Anti-bullying MMR12 AB34	Diversity and Communities Ci7 DC34	Sex & Relationships Education HSL13 SR3  Drug Education HSL15 DE34	Personal Safety HSL16 PS34	Managing Change MMR13 MC34
<b>Year 4</b>	Rights, Rules and Responsibilities Ci8 RR34	My Emotions MMR10 ME34  Anti-bullying MMR12 AB34	Working Together Ci8 WT34  Financial Capability EW2 FC34	Sex & Relationships Education HSL17 SR4  Drug Education HSL15 DE34	Managing Risk HSL11 MR34  Safety Contexts HSL12 SC34	Healthy Lifestyles HSL14 HL34
<b>Year 5</b>	Beginning and Belonging MMR14 BB56	Family and Friends MMR16 FF56  Anti-bullying MMR17 AB56	Diversity and Communities Ci10 DC56	Sex & Relationships Education HSL20 SR5  Drug Education HSL22 DE56	Personal Safety HSL23 PS56	Managing Change MMR18 MC56
<b>Year 6</b>	Rights, Rules and Responsibilities Ci11 RR56	My Emotions MMR15 ME56  Anti-bullying MMR17 AB56	Working Together Ci9 WT56  Financial Capability EW3 FC56	Sex & Relationships Education HSL24 SR6  Drug Education HSL22 DE56	Managing Risk HSL18 MR56  Safety Contexts HSL19 SC56	Healthy Lifestyles HSL21 HL56