

**GLEBE PRIMARY SCHOOL
UNITED LEARNING ACADEMY**

**Relationships and Sex Education Policy
2023-2025**

Updated: Autumn 2023

New Review: Summer 2025

Approved by the Local Governing Board on 6th February 2024



Signed by: Mr. James Dempster

Position: Chair of the Local Governing Body

Glebe Primary school sex and relationships and policy

The school's SRE policy has been developed after consultation with staff, governors, pupils, parents, the school nurse, the PSHE Association and the WSCC SRE and PSHCEE coordinators.

Aims & objectives

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs, values and attitudes about physical, sexual, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care for family life. Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. As with all PSHE areas at Glebe, SRE content is taught through weekly '**Big Questions,**' that cover three main areas: health and well-being, living in the wider world and relationships. The PSHE curriculum is part of Glebe's whole school values based curriculum that encompasses these big questions as well as key vocabulary and inspiring texts.

SRE at Glebe reflects the school ethos. It demonstrates and encourages the following values:

- o love, trust and friendship;
- o accepting change, difference and diversity;
- o respect for self and others;
- o responsibility for own actions;
- o responsibility for family, friends, school and wider community.

The objectives of SRE are:

- o To acquire information to which all pupils are entitled and help gain access to information and support.
- o To clarify/reinforce existing knowledge.
- o To develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- o To raise pupils' self-esteem and confidence, especially in their relationships with others.
- o To be prepared for puberty and adulthood.
- o To provide the confidence to be participating members of society and to value themselves and others.
- o To develop and use communication and assertiveness skills to cope with the influences of their peers and the media.
- o To be provided with reliable information and the opportunity to discuss sex and relationships in a non-judgemental environment
- o To respect and care for their bodies.
- o To provide the confidence to be participating members of society and to value themselves and others.
- o To provide parents/carers with the support they need to fulfil their role in educating their children about sex and relationships.

Legal requirements

All schools must teach the following as part of the Science National Curriculum. Parents do not have the right to withdraw their child/children from these statutory objectives.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals ☐

- Describe the changes as humans develop to old age.

The organisation of Sex and Relationship Education

Sex and relationship education is delivered through science, PSHE and circle time. Sex and relationship education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse.

If visitors are invited, these requirements are made:

- o visitors are invited in to school because of the particular expertise or contribution they are able to make;
- o all visitors are familiar with and understand the school's SRE policy and work within it;
- o all input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- o all visitors are supervised/supported by a member of teaching staff at all times;
- o the input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning and enhances the curriculum.

A range of teaching methods are used to teach sex and relationship education. These include use of video, discussion, case studies, drama and role play. Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is delivered in mixed gender groups; however, there may be occasions where single gender groups are used for individual 'question sessions' if more appropriate and relevant.

Parental consultation

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex and relationship education in school, other than content contained within the Science National Curriculum. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to meet with the class teacher and view the videos and resources being used. Those parents/carers wishing to exercise the right to withdraw their child are invited in to see the PSHE subject lead and class teacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Child Protection

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the DSL in line with the procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. While personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Handling issues of diversity

Glebe school is committed to the provision of SRE to all of its pupils. Our curriculum aims to respond to the differing range of children's cultures, faiths and backgrounds by discussing and celebrating the rich diversity of family life. We recognise the experience of family life is diverse and that there will be a broad range of experiences for children, including: single parent families; recently divorced parents, parents who have non-monogamous relationships, lesbian, gay or bisexual parents, living between two homes; foster homes; young people in residential homes; living with relations other than biological parents. We celebrate these differences and respect every individual's experiences.

Gender and sexual identity

Glebe Primary School believes SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Religious & cultural beliefs:

Different religions and cultures have their own views. However, it is a mistake to assume that all members of a particular religious, ethnic or cultural group will have the same beliefs. In SRE, no assumptions are made. Teachers will talk to pupils, have 'open afternoons' for parents to discuss any questions and for teachers to talk about what the child's needs are.

Special educational needs:

Every child is entitled to receive SRE regardless of educational needs. Timing, methods and learning processes will differ according to the individual. It is important to acknowledge the physical and emotional development of these young people and differentiate materials accordingly. Children with specific 'emotional literacy' needs, or those who have encountered bereavement or other significant events, may work 1:1 or in a small group with the THRIVE team.

Organisation & delivery of SRE

The SRE objectives are interwoven into each year group's 'Big Questions' so the teaching and learning is purposeful and given a context. All overviews and 'Big Questions' can be viewed on the school website. Year group teachers can pre-assess the knowledge, skills and understanding of their pupils and then decide upon the learning experiences that will best achieve the objectives. Prior to the learning class teachers may wish to set up some 'ground rules' or 'working agreement' to establish how discussion and debate will proceed. Children's questions will be answered appropriately for their age. The PSHE subject leader communicates regularly with each year group, providing resources and further information to support age-appropriate planning and key texts.

The SRE curriculum at Glebe is age appropriate and resources and teaching materials have been carefully chosen to support the learning intentions and learning outcomes for each topic of study. This has been developed with the use of the PSHE association to ensure all statutory objectives are taught, whilst providing content relevant and suitable for the community. Great use is made of age appropriate books. The key texts deal with and explain issues such as recognising and coping with feelings, the diversity of families, and relationships. They also tackle issues such as change, growth, puberty and reproduction in a factual and child-friendly way. Video materials may also be used to show what happens as animals and humans grow, reproduce and give birth. All the materials have been carefully reviewed and chosen by the subject leader.

Assessing and Monitoring

Elements of SRE in the science section of the National Curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted by using a variety of informal activities such as group discussion to ascertain children's knowledge, skills and understanding

The SRE policy is to be reviewed every 3 years and appropriate amendments to be made where needed. Information from staff, survey results and data will all feed in to the review of the SRE policy to ensure effectiveness and relevance.

Liaison procedures will be put in place with the main secondary school in the area to ensure that pupils experience a fluent transition with their SRE provision and that many skills are ongoing, as well as ensuring an appropriate progression from Key Stage 2 to Key Stage 3.

Glebe Primary School believes in the importance of training for staff delivering SRE. Teaching staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Appendix

Curriculum content

All 'Big Questions' and further information on SRE taught content can be fully accessed via the school website, where the half-termly overviews are provided. This is also saved in the school system. These overviews show a break-down of the content taught for each year group, the key texts provided and the vocabulary taught.

Setting up a working agreement creates a safe environment in which pupils do not feel embarrassed or anxious about unexpected questions. Creating the right atmosphere is important: if teachers or pupils feel embarrassed, it is less likely that there will be positive outcomes from future lessons. A lesson, or part of a lesson should therefore be devoted to developing an agreement.

- o Ask small groups in the class to briefly complete the sentence, 'We want people in the class to...' and note down three examples.
- o Ask each group in turn for one statement and note it down, avoiding repetitions.
- o Continue around the groups until all issues have been covered.
- o Check that everyone agrees with what has been written, and amend if necessary.

An example of a final version may be this:

'We want people in the class to...

- o listen to each other (one person talks at a time)
- o work with others in a friendly way
- o feel comfortable if they choose not to speak
- o be sensitive to people's feelings

Key Points for using a working agreement:

- o make a copy and display it clearly for each lesson.
- o draw attention to it at the start of each lesson.
- o revisit every so often to see if it needs additions or amendments.
- o encourage pupils to point it out to classmates who behave inappropriately.

Other key points:

- o **Language** – Teachers are required to be clear what sexual language is acceptable (for teachers, staff and pupils) and to use correct terms. Language should be consistent, appropriate and fulfilled by the requirements of the National Curriculum.
- o **Confidentiality** – A teacher cannot promise a child absolute confidentiality. Some exercises may require pupils to discuss themselves. A working agreement is essential for this (see above) and the inclusion of anonymous written examples. A teacher's own personal experiences are not appropriate. It should be part of the 'agreement' not to ask pupils what they do personally, and for pupils not to ask teachers what they do either.
- o **Dealing with questions** - SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned. If the pupil needs further support teachers will refer individuals to the appropriate person e.g. THRIVE team, school nurse, SENCO, discuss with parents.

Friday 27th May 2022

RE: Year 6 PSHE curriculum

Dear parents and carers,

We are writing to inform you about the lessons coming up in our relationships and health education in accordance with our **PSHE policy**.

At Glebe, we are committed to helping all our pupils to grow up to be healthy, happy and safe. Relationships and health education has been incorporated into our curriculum to equip pupils with the knowledge they need to make informed decisions about their health, safety, and relationships with others, now and in the future.

As relationships and health education is a statutory part of our curriculum, we aim to deliver relationships and health education which is current, evolving, age and developmentally appropriate, and respectful of each pupil's cultural and religious background.

What will be covered?

- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

The teaching of PSHE in schools has been designed to complement and reinforce the essential lessons parents teach their own children as they grow up.

Should you wish to see the materials and ask any questions before the lessons are taught, we will hold a drop-in afternoon in classrooms in week 3 of the next half term. Please watch the weekly Weducs after half term to be notified of the exact date and time of your class drop-in session.

Yours sincerely,

Year 6 Team

Letter Example to LKS2

Dear Parents/Carers,

As a part of your child's education at Glebe, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

We are writing to let you know that, after the half term, starting Monday 6th June, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

Lessons in year 4 will include pupils learning about: growing and changing, (including puberty, periods and personal hygiene) and the internal reproductive organs and external genitalia in males and females. Pupils will also have opportunities to ask questions.

The children will explore these big questions over the first four weeks of next half term:

- **What happens to our bodies when we get older?**
- **What are the internal reproductive organs and external genitalia in males?**
- **What are the internal reproductive organs and external genitalia in females?**
- **What are periods?**

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website to see our whole school PSHE overviews for the weekly 'Big Questions'.

All PSHE teaching takes place in a safe, respectful learning environment and is underpinned by our school ethos and values. If you would like more information about these lessons, please speak to your child's class teacher after school.

Best wishes,

The Year 4 Team

Letter Example to KS1

Dear parents/carers,

As part of our Personal, Social and Health Education (PSHE) curriculum, we are planning to deliver lessons on how to keep safe from harm. Specifically, we will be teaching the NSPCC recommended 'PANTS rules.' These explain in a child-friendly way what areas of the body are considered safe to touch and what areas of the body are considered unsafe to touch.

We discuss the difference between good and bad secrets and give examples of this. We talk to children about when it may be safe to be touched in their private areas for example help with washing/drying, visiting the family doctor. We will also encourage children to identify someone they trust so they feel comfortable reporting anything that makes them feel sad.

This session will be very child focused and have appropriate vocabulary and content. It will be taught through colouring pictures, child friendly power point sessions and a sing-along video. We will be using the NSPCC recommended content and the PANTS rules. For more information please read the information available on this link - <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

These lessons will be delivered by class teachers in the children's usual classroom environments. We know that parents and carers cannot be with their children every minute of every day. Children and young people need freedom in order to grow and flourish for example attending out of school activities, having sleepovers at friends and so forth. In these instances parents/carers are not in control and this is why it is important to provide children with the skills to independently recognise early indicators of abuse and report concerns to someone they trust.

If you would like more information, please do not hesitate to speak to your child's class teacher.

Many thanks, The Year 1 Team

SEE PSHE HALF-TERM OVERVIEWS