

All Saints CE Junior School

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

May 2021



John 13:34

“A new command I give you: Love one another.

As I have loved you, so you must love one another.”

Approved by: FGB

Date: March 2021

Last reviewed on: May 2010

Next review due by: May 2021

1. Aims

The aims of Sex and Relationship Education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place in an environment of mutual respect and responsibility, ensuring that all pupils are introduced to concepts around mature adult relationships in a respectful and safe atmosphere, in accordance with the school's vision of ***Loving All Our Neighbours***;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships and develop a secure sense of identity;
- To help and support young people through their physical, emotional and moral development;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills and
- to promote the value of loving relationships and of different types of family life;

2. Statutory requirements

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

Here, at All Saints' Junior School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. (Appendix 1)

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well supported.

Primary schools must teach human growth and reproduction as set out in the statutory National Curriculum for science (see 2014 new curriculum Programmes of Study).

Key Stage 2 Children should learn:

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

Sex and Relationship Education contributes to Personal, Social, Health and Citizenship Education by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

When teaching SRE, we have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

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

1. Review - The PSHE coordinator pulled together all relevant information including relevant national and local guidance;
2. Staff consultation - all school staff were given the opportunity to look at our scheme of work and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend information meetings about our teaching around sex and relationships.
4. Pupil consultation - we investigated what exactly pupils want from their SRE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. 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.

At All Saints' Junior School, we believe that SRE is an important part of learning in helping to prepare for adulthood. It is important that children learn about their bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundations for future work on sexual and reproductive health and contributes to the emotional and social development of our children.

5. Delivery of SRE

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

Jigsaw, the mindful approach to PSHE, is a comprehensive whole-school approach building relationships and positive ethos across the whole school community, and offering a structured and progressive set of teaching materials from Year 3 to Year 6. (See Appendix 1)

Relationships and Sex Education are thoroughly covered in every year group, both in the Summer Term units **Relationships** and **Changing Me**, but also throughout in the building of self-esteem and relationship with self, understanding and celebrating difference etc.

Across the whole Key Stage, 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.

6. Roles and responsibilities

6.1 The governing board

The governing board will hold the Headteacher to account for its implementation and regular review.

6.2 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-science components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Following the Jigsaw Scheme weekly
- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science 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 their Line Manager.

6.4 Pupils

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

7 Answering Questions and Sensitive Issues

Teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below);
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child;
- Try to find out why the child is asking the questions, and exactly what they want to know;
- Determine the child's present level of knowledge and understanding; Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding. If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children.

The guidelines for answering difficult questions will be followed in all cases (see above).

a) Lesbian/Gay/Homosexual

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads, we call those parents gay and/or lesbian or homosexual depending on their gender.

b) Sex

'Sex' is whether you are male or female.

c) Sexy

'Sexy' means attractive and is a word used by adults, not children.

d) Naming body parts

If children ask specific questions, the terms 'penis', 'vulva' and 'vagina' may be used in line with the guidelines as outlined in the Science Programmes of Study.

8. Parents' right to withdraw

Parents currently have the right to withdraw their children from the non-science components of SRE.

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, pointing out that it is better that children undertake the lessons under the supervision of a teacher rather than subsequently hearing potentially distorted versions of the lessons through peers. The Headteacher will take appropriate action to act upon parental instructions in the light of the discussion. Alternative work will be given to pupils who are withdrawn from SRE.

At All saints' Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right through parent briefings (online during Covid19 restrictions).

9. Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

10. Confidentiality

Although an atmosphere of trust is encouraged, teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher, or other appointed person, as the Designated Safeguarding Leader. Child Protection procedures will be followed.

11. 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 or members of the Senior Leadership Team 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.

12. Monitoring arrangements

The delivery of SRE is monitored by the Pastoral Leader. The Pastoral Leader's role includes monitoring of all PSHE & RE teaching and learning. The Pastoral Leader monitors SRE through:

- Learning walks and drop ins
- Monitoring of planning and lesson delivery
- Pupil surveys
- Staff surveys
- Parent surveys
- Staff training sessions

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Pastoral Leader annually. At every review, the policy will be approved by the Headteacher.



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Appendix 1

Relationships Education in Primary schools - DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference Being Me in My World

	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	
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Physical health and mental well-being education in Primary schools - DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

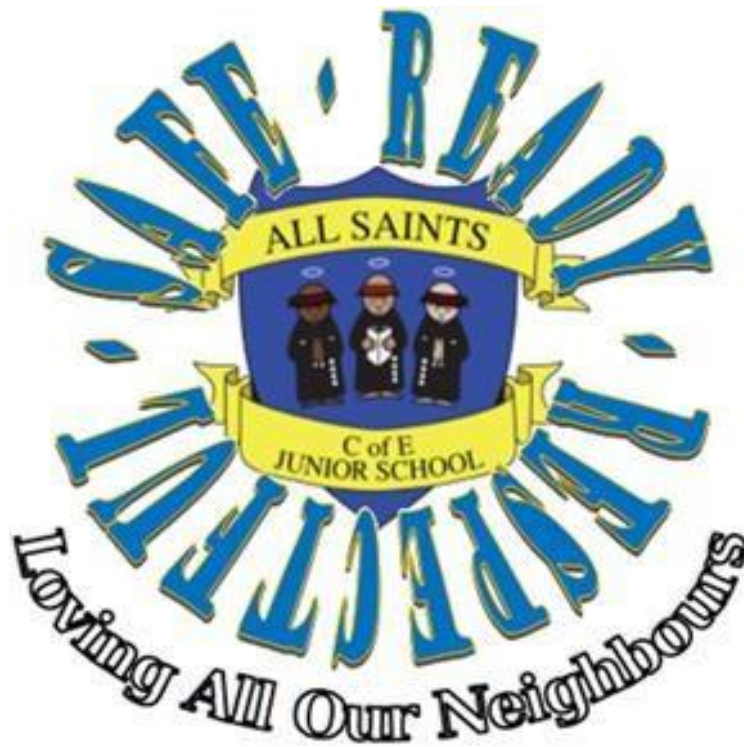
By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me

	<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> • Healthy Me
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