



**William Law C E Primary School**

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**Sex and Relationship Education Policy**

Policy shared with staff on:      Intranet [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date:

Signature:

Policy to be reviewed on:

# 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
- 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 relationships, difference and diversity
- Teach pupils the correct vocabulary to describe themselves and their bodies

At William Law our vision is to live our lives as Jesus taught us, 'as He is the way, the truth and the life.' We fulfil this through Learning, Living and Loving together in a distinctively Christian ethos. This vision drives our ethos and values in relation to Sex and Relationships Education.

# 2. Statutory requirements

Currently SRE is not compulsory in primary schools. However, academies do have the right to follow their own curriculum. At William Law CE Primary, we do believe that SRE is crucial for teaching respect and acceptable and at the very least tolerance of difference. It is also imperative in preparing pupils for their future lives, so they can grow up knowing how to keep safe, healthy and be prepared for adult living. Therefore, at William Law CE Primary, we do teach SRE.

As of September 2020, relationship education is to become compulsory in primary schools and there will be no right to withdraw from this aspect of SRE.

If primary academies do teach SRE, 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](#).

The equalities act 2010, outlines characteristics which are protected in law. Our SRE at William Law covers these in the context of relationships. The only characteristic which is not represented is pregnancy and maternity, as this is not relevant to primary school aged children. Our SRE curriculum addresses the following protected characteristics directly:

- age
- disability
- gender reassignment
- marriage and civil partnership
- race
- religion or belief
- sex

As a Church of England School, we follow the guidance given by the Church of England. In the document, 'Valuing All God's Children,' it clearly states that as a church school, we should tackle homophobic, biphobic and transphobic bullying. At William Law, we are using a proactive rather than a reactive approach to this issue.

At William Law CE Primary School, we teach SRE as set out in this policy.

# 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 – a member of staff or working group 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. 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, 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.**

## 5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum. Online safety is taught as part of the computing curriculum.

Pupils also receive stand-alone sex education sessions delivered by a classroom teacher.

In keeping with our Christian ethos and values, we offer guidance to staff delivery SRE on how to tackle sensitive issues around faith and other protected characteristics. When discussing marriage, we explain to the pupils that in UK law marriage is recognised between a woman and a man, man and man or woman and woman but within the context of Christianity and some other religions, marriage is only recognised as being between a man and a woman. We also teach the children that Christianity teaches us to have respect for others.

At William Law CE Primary, we will cover the following in line with the statutory guidance from the government for September 2020:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 including those that are online
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Exploring difference and diversity with a view of being tolerant and accepting towards others
- Discussion and group work

These skills are taught within the context of school and family life.

We ensure that the SRE is taught at an age appropriate time to all pupils. The possible exception to this is where a pupil has SEND needs and is working cognitively and/or socially well below their chronological age. As expected for all pupils, who have SEND at William Law, an individual tailored programme might be deemed necessary by the class teacher. If this is the case, then this must be discussed with the Headteacher first before delivering SRE.

Appendix 1 outlines what is taught and when within school.

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

### **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-statutory components of SRE (see section 7).

### **6.3 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.

### **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. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory 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 and take appropriate action.

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

The National Curriculum for science outlines what should be covered at Key Stage 1 and 2, this is outlined below:

### **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 including puberty

## **8. Training**

Staff are trained on the delivery of SRE as part of our continuing professional development calendar at least every three years.

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 where necessary.

## **9. Monitoring arrangements**

The delivery of SRE is monitored by Senior Leadership Team through:

- Planning
- Lesson observations
- Learning walks

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

This policy will be reviewed every 3 years. At every review, the policy will be approved by the governing body.

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### Appendix A

	EYFS	Year1 (39)	Year 2 (39)	Year 3 (40)	Year 4 (36)	Year 5 (38)	Year 6 (39)
Caring Friendships (Aut 1)		Family and friends Session 1-4	Say no to bullying Session 1-6	Family and friends Session 1-5	Anti-Bullying Session 1-6 (Whole Day for Anti-Bullying Week November)	Building Relationships Session 1-3	Anti-Bullying Session 1-6
Respectful relationships (Aut 1)	<a href="#"><u>Pixl Wellbeing My Mind EYFS</u></a> Session 3-Connections	<a href="#"><u>Pixl Wellbeing My Mind Yr1/2</u></a> Session 3- Support network		<a href="#"><u>Pixl Wellbeing My Life Yr3/4</u></a> Session 4- Impressions Session 7- Relationships	<a href="#"><u>Pixl Wellbeing My Life Yr3/4</u></a> Session 8- Connections	<a href="#"><u>Pixl Wellbeing My Life Yr5/6</u></a> Session 1- Life connections Session 2- Support Network <a href="#"><u>Pixl Wellbeing My Life Yr5/6</u></a> Session 10- Respect <a href="#"><u>Pixl Wellbeing My Mind Yr5/6</u></a> Session 5- Support network	
Families and people who care for me (Aut 2)	You Choose Red Rockets and Rainbow Jelly Blue Chameleon The Family Book My Grandpa is	Ten Little Pirates Mommy Mama and Me Max the Champion My World Your World	The Great Big Book of Families The First Slodge The Odd Egg Just Because Blown Away	Oliver This is Our House Two Monsters The Hueys in the New Jumper Beegu	Dogs Don't Do Ballet The Way Back Home The Flower Red: A Crayon's Story	King and King Where the Poppies Now Grow Rose Blanc How to Heal a broken wing The Artist who painted a blue	My princess Boy The Whisperer The Island Love you Forever

	Amazing Elmer					horse And Tango Makes Three Dreams of Freedom	
Mental Wellbeing (Spring 1)	<u>Pixl Wellbeing My Mind EYFS</u> Session 1- Healthy body, healthy mind Session 2- Feelings Session 4- Challenge Session 5- Resilience Session 6- Being Positive Session 7- All about me Session 8- Being calm	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 1- Being Healthy Session 2- Feelings and emotions Session 4- Happiness Session 5- Challenge	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 6- Resilience Session 7- Determination Session 8- Self-awareness Session 9- Keeping Cool Session 10- Being Positive	<u>Pixl Wellbeing Yr3/4 My Life-</u> Session 1- Life Style Session 3- Confidence Session <u>Pixl Wellbeing My Mind Yr3/4</u> Session 1- Healthy mind Session 2- Healthy body, healthy mind Session 3- Ways to wellbeing Session 4- Growth Mindset Session 5- Resilience	<u>Pixl Wellbeing My Life Yr3/4</u> Session 5- Pride Session 6- Character <u>Pixl Wellbeing My Mind Yr3/4</u> Session 6- Determination Session 7- Feelings Session 8- emotions Session 9- Mental Health Session 10- Positivity Self 11- self-awareness	<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 4- Being mindful <u>Pixl Wellbeing My Life Yr5/6</u> Session 3- Personal Growth Session 5- Hobbies <u>Pixl Wellbeing My Mind Yr5/6</u> Session 1- Self-management Session 2- Game Plan Session 3- coping strategies Session 4- self-control	<u>Pixl Wellbeing My Life Yr5/6</u> Session 6- Balance Session 7- Habits Session 8- Pride Session 9- Responsibility <u>Pixl Wellbeing My Mind Yr5/6</u> Session 6- Focus Session 7- Aspirations Session 8- Life Journey Session 9- Belief Session 10 motivation
Physical Health and Fitness (Spring 2)			Healthy Lifestyles Yr1/2 1-7	<u>Pixl Wellbeing- My Health-Yr3/4</u> Session 1 Physical		<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 1- Body	

				Health Session 2- Being Active Session 3- Healthy Routines Session 4- Recharge		Health Session 2- Fitness Session 3- Rest and Recovery		
Healthy Eating (Spring 2)					<u>Pixl Wellbeing- My Health-Yr3/4</u> Session 5- Healthy Eating Session 6- Smart Choices Session 7- Hydration Session 8- Keeping Healthy		<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 5- Nutrition Fundamentals Session 6- Energy Levels Session 7- Food habits	
Being Safe (Summer 1)	Pants Rule and good touch bad touch- NSPCC pantasaurus	Safety Contexts 1-7 Managing Risk 1-7	Personal Safety year1/2 1-10	Personal safety year 3/4 1-10	Safety Contexts Yr3/4 1-6 <u>Pixl Wellbeing My Life Yr3/4</u> Session 2- Making Choices	Safety Contexts SC5/6 Sessions 1-6  NSPCC Assembly on abuse (Bi-Annually)	Safety Contexts SC5/6 Sessions 1-6  NSPCC Assembly on abuse (Bi-Annually)	Managing MR5/6 S 1-11  NSPCC Assembly on abuse (E Annually)
Drugs, alcohol and tobacco (Summer 1)		HSL8 DE12 1-7			Drug Education yr3/4 1-6	<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 8- Health Risks and attitudes		



Sex, Relationship Education and changes in adolescents (Summer 2)		Sex and Relationships 2 1-4	Sex and Relationships 1 1-6	Sex and Relationships 4 1-4	Sex and Relationships 3 1-6	Sex and Relationship Education SR5 Sessions 1-7	Sex and Relationship Education SR6 Sessions 1-6
Basic First Aid Training				First Aid Day- St John's Ambulance Student First Aid			
Economic Education			Natwest Money Sense workshop- How We Use Money		Natwest Money Sense workshop- It's Part Time	Natwest Money Sense workshop- Fraud Scene Investigators	

## Taught as part of computing

Internet Safety and harms	<u>Pixl E-Safety EYFS</u> Session 1- A computer Session 2- The internet Session 3- Searching online Session 4- Personal information Session 5- games and apps	<u>Pixl E-Safety Yr1/2</u> Session 1- The Internet Session 2- Personal Information Session 3- Searching the internet Session 4- exploring online Session 5- using emails	<u>Pixl E-Safety Yr1/2</u> Session 6- Games and APPs Session 7- Being Careful Online Session 8- Online Stories Session 9- Online Rules	<u>Pixl E-Safety Yr3/4</u> Lesson 1- Intro to ESafety Lesson 2- Exploring Online Lesson 3- Communicating devices	<u>Pixl E-Safety Yr3/4</u> Session 5- personal information Lesson 6- Games and APPs Lesson 9- Being smart online	<u>Pixl E-Safety Yr5/6</u> Session 1- Intro to E-safety Session 5- Digital Footprints	<u>Pixl E-Safety Yr5/6</u> Session 6- Online Scams Session 8- Being online and wellbeing Session 10- Staying Safe Online  Prevent lessons <a href="http://www.preventfordschools.org/download/file/mmu-learning-together-to-be-safe.pdf">http://www.preventfordschools.org/download/file/mmu-learning-together-to-be-safe.pdf</a>
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	<p>Session 6- Calming Down</p> <p>Session 7- being careful</p> <p>Session 10- Staying safe online</p>						
Online Relationships	<p><u>Pixl E-Safety EYFS</u></p> <p>Session 9- be nice</p>		<p><u>Pixl E-Safety Yr1/2</u></p> <p>Session 10- Staying safe online</p>	<p><u>Pixl E-Safety Yr3/4</u></p> <p>Session 4- Communicating Online</p>	<p><u>Pixl E-Safety Yr3/4</u></p> <p>Session 7- Cyberbullying</p> <p>Session 8- Online Situations</p>	<p><u>Pixl E-Safety Yr5/6</u></p> <p>Session 2- Social Media</p> <p>Session 3- Cyber-Bullying</p> <p>Session 4- Online Communication</p>	<p><u>Pixl E-Safety Yr5/6</u></p> <p>Session7- Online Chatting</p> <p>Session 10- staying safe online</p>

**Key**

No Outsiders

Pixl

Cambridgeshire Scheme

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