

# **Moorside Primary Academy**



## **Sex and Relationship Education Policy**

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## **Introduction**

Sex and Relationship Education (SRE) is recognised as a vital part of a child's education, ensuring they are ready for the social and emotional challenges of growing up. SRE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

We aim to encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other.

## **Definition of SRE**

Sex and Relationship Education is not just learning about *growing up, changes and reproduction*. It is also about enabling children to *make and maintain relationships* with others, to understand about human sexuality and to *feel good about themselves* and the *choices* they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

**1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

**2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.

**3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of a loving, respectful, stable, long term relationship (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

## **Purpose of the SRE policy**

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children in learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils
- Be clear about how we address SRE in our context as a Catholic school
- Set out how the school meets legal requirements in respect of SRE
  - (i) Duty to promote well being (Children Act 2004)
  - (ii) (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - (iii) (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
  - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
  - (iv) Teach statutory SRE elements in the Science National Curriculum

- (v) (vi) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
- (vi) (vii) Meet the school's safeguarding obligations
- (vii) (viii) Make the policy available to pupils and parents (Education Act 1996)
- (viii) (ix) Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
- (ix) Taken account of the DfEE guidance on SRE (2000)
- (x) (xi) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
- (xi) (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

### **Aims for SRE**

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need.

### **Delivery of SRE**

SRE is delivered by the class teacher, through the Jigsaw programme of study in PSHE lessons. Real Love Rocks is delivered to Year 6 by the class teacher with support from the Pastoral Mentor. Real Love Rocks is a programme designed by Barnardo's, teaching children about healthy relationships, staying safe especially online and child sexual exploitation.

### **How is SRE taught?**

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Principal and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

- A variety of teaching methods are used that enable pupils to participate and reflect on their learning: role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage

### **Confidentially, safeguarding and child protection**

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **Assessment**

Assessment of SRE takes place formatively through discussions, observations and analysis of children's work. Students also self-assess against the learning skills using AFL strategies. The PSHE coordinator is responsible for the termly monitoring cycle that provides an overview of the quality of teaching and learning taking place in SRE lessons. This includes pupil voice monitoring.

### **Parental/ carer involvement**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the SRE curriculum and will try to balance parental views with our commitment to comprehensive SRE and equality.

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

### **Roles and responsibilities**

Class teachers deliver SRE through PSHE to their own classes. Year 6 are supported by the Pastoral Manager when following the 'Real Love Rocks' programme. Mrs Karen Rosenbloom, Assistant Vice Principal is responsible for the coordination of SRE.