



Footballer



Police Man Teacher



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Stanton Bridge Primary School 'Sex and Relationships Education'-SRE Policy

Mission Statement

At Stanton Bridge our ethos is 'Crossing the Bridge to Success' this reminds everyone in the school community that our search for knowledge and skills has no boundary. Stanton Bridge stands as an example of that success - for work, for life, and future aspirations.

The subject leaders at Stanton Bridge have searched widely and deeply within their own expectations and attitude of what education in our school aims to achieve. We aspire for our pupils to flourish in a community that they proudly embrace with understanding, respect, tolerance and even an appreciation of the enrichment such experiences can bring to their own personal lives.

We strive onwards, and demand the very best from our pupil's, recognising that education equals prosperity.

We are **relentless** in the pursuit of developing a **forward thinking** curriculum that **collaborates** and intrinsically connects with the community. By providing the children with explicit cross curricular links, we enhance their learning experiences.

Our common aim, regardless of the subject is to **inspire excellence**, within and beyond the school so that individual goals are met and unique potentials are **realised**. In doing so, Stanton Bridge aims to become a role model school and one that adopts a profoundly positive attitude by demonstrating high expectations and beliefs in achievement.

Introduction

All primary schools are required to teach 'Relationships Education' this policy is a legal requirement and states the aims, objectives and strategies for the teaching of Sex and Relationships Education (SRE) at Stanton Bridge Primary School. The word 'sex' is used in its widest form, and focuses on differences in gender, and as the children grow older it moves on to help them become aware of, and understand the changes their bodies are starting to make -as well as the emotional changes that they may start to feel.

Aims and Objectives:

The government has made 'Relationships Education' a statutory part of the curriculum and we at Stanton Bridge agree that this is a crucial aspect of the primary curriculum. We believe that SRE plays a vital role in meeting the physical, wellbeing, mental, moral and emotional needs/development of the children within Stanton Bridge and supports our school ethos.

As part of the 'Relationship Education' pupils will learn about:

- Understanding the stable and loving relationships (including online), respect love and care. Pupils acquiring information, developing skills and forming positive beliefs, values and attitudes in their friendships/family and life.
- Recognising when a relationship is unhealthy, unsafe or unequal and how to seek help and report concerns or abuse (including online).
 - Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help;
 - Stereotypes and how they can lead to prejudice and discrimination, based on gender, race, religion, disability, family structure or gender identity.

Values

The SRE programme reflects Stanton Bridge's Primary School aims:

We believe that every child should feel happy, confident, valued and secure in school. We acknowledge the cultural background of our children and provide a multi-cultural perspective which is representative of society as a whole. Everyone at Stanton Bridge should understand and value the rights and needs of others in our society regardless of race, religion, gender, gender identity, age, disabilities, sexual orientation. We take guidance from the Equality Act 2010 on this matter, which is British law.

Sex and relationships education is taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others in a respectful manner

SRE aims to ensure that all children leaving the school are able to:

- Develop the skills to build positive, caring, respectful, equal and healthy relationships, in their friendships, within their families and with other children and adults as an active role as a citizen
- Create safe school communities in which pupils can learn and develop positive, healthy behaviour for life.
- Have a positive impact on pupils' health, well-being and their ability to achieve.
 - Recognise that many pupils in primary already have active online lives and that the knowledge and skills they learn in 'Relationships Education' will enable them to navigate the online world safely,
 - Understand what is and is not appropriate behaviour and how to deal with unwanted pressure.
- Recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe. Communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered sensitively, where trust and confidentiality are ensured.
- Understand and manage their own feelings and emotions and show respect to the beliefs of others
- Be prepared for the physical and emotional changes that happen during puberty;
- Have the appropriate language and terminology to talk about themselves and their bodies;
- Risks associated with drugs, alcohol
- Have an understanding of basic first aid
- Have an economic/financial understanding
- Have a preparation for workspace in careers understanding

Central to the SRE policy is the growth of self-esteem and taking responsibility for oneself and one's actions.

Equal Opportunities

At Stanton Bridge we are committed to creating an inclusive school and respect the unique cultural make-up of our school. We ensure that we teach SRE to all children regardless of race, religion, gender identity, age, disabilities, sexual orientation, diversity and equality and the fundamental human rights and values such as democracy, individual liberty, the rule of law and mutual respect and tolerance.

Contents

At Stanton Bridge SRE is delivered through the Science, P.E, Computing and the PSHE curriculum also within assembly themes. Lessons will be planned progressively so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years. The Government guidance "expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum". We will not have specific LGBT lessons but through our teaching we will help pupils to understand the society in which they are growing up, as well as how to be respectful of others and differences. This will mean that when pupils learn about families, e.g. same sex couples two mums/dads amongst other structures. Marriage can also be of the opposite sex/same sex etc.

Within the National Curriculum for Science, a range of RSE objectives are taught.

Science

The National Curriculum for Science objectives that link with the RSE objectives are addressed below:

In Key Stage 1, we teach the children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body.

In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life style, in greater depth.

We will ensure that children receive teaching about puberty in Year 5 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

Key Stage 1:

Year 1:

Animals, including Humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non-statutory guidance: pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2:

Animals, Including Humans

- notice that animals, including humans, have offspring which grow into adults.

Non-statutory guidance: pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Through PSHE, pupils will also be able to:

- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Understand the basic rules for keeping themselves safe
- Why families are special for sharing and caring

Key Stage 2:

Year 3:

No content linked to SRE.

Year 4:

No content linked to SRE.

Year 5:

Living Things and Their Habitats

- describe the life process of reproduction in some plants and animals.

Non-statutory guidance: pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Animals, including Humans

- describe the changes as humans develop to old age.

Non-statutory guidance: pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6:

No content linked to SRE.

Through PSHE, pupils will also be able to:

- Express opinions, for example, about relationships and bullying

- Respect other people's viewpoints and beliefs- linking into the British values
- Recognise their changing emotions and be able to express their feelings positively
- Be self-confident and recognise their own worth, identifying positive things about themselves
- Balance the stresses of life in order to promote their own mental health and well-being and that of others.
- Listen to and support friends, managing friendship problems
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- Recognise unwanted touch and know what to do if someone makes you feel uncomfortable because of it.
- Understand that safe routines will stop the spread of viruses
- Understand that their actions have consequences and be able to anticipate the results of them.

SRE is covered within the four main strands of PSHE:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing children to play an active role as citizens;
- Developing a healthy safer lifestyle;
- Developing good relationships and respecting the differences between people;

For further details, please refer to the PSHE Jigsaw scheme of work and the whole school curriculum.

Organisation

The PSHE/Science leader is responsible for monitoring the development of SRE.

SRE will be delivered in a sensitive and appropriate way taking into consideration the cultural backgrounds and diversity of the children. The SRE programme builds on previous knowledge and skills as the children progress throughout the school.

SRE will be covered in the following:

- In P4C (Philosophy for Children)/PSHE
- Through assemblies;
- As a discrete subject (delivered by the teacher, Safeguarding lead and the Deputy safeguarding lead, school nurse, and other outside agencies);-the class teacher will always be present during these sessions
- Through other curriculum areas where appropriate.

SRE will be taught by the appropriate staff, within the agreed scheme of work. All staff will be supported in this work with opportunities for team teaching and training. The teaching of SRE will be flexible enough to take into account the needs of individual year groups and it will be age appropriate. During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Differentiation

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers should use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Monitoring and assessment

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Teachers complete assessments based on objectives taken from the National Curriculum/Jigsaw scheme.

Specific Issues:

Provision for pubertal pupils

SRE in Year 5 focuses on Health Education- puberty/menstruation is taught in single gender groups by the Safeguarding and Deputy safeguarding lead. In addition to the differences between males and females, reproduction, relationships and personal hygiene.

Supplies of sanitary protection will be available within school and a sanitary disposal unit is available in the Yr5 and 6 girls' toilets.

Questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework:

- Correct and appropriate terminology will be used.
- Staff are encouraged to answer all questions, but will use their professional judgment to decide whether an appropriate response should be given in a classroom situation or referred to home;
- Question boxes can be used within discreet RSE lessons to enable pupils to ask anonymous questions.

Confidentiality and Child Protection

Confidentiality **cannot be offered** to any child. Staff understand that because of their duty to keep children safe they cannot promise pupils absolute confidentiality. If any child protection issues arise all staff and people working within the school must follow Child Protection Procedures and refer to the Designated safeguarding lead Mr T and so forth.

Use of outside visitors

All visitors will work within the policy framework and content will be reviewed to ensure that it is suitable for the age group.

Working with parents

Parents will be specifically informed through a letter about discreet SRE lessons and be provided with the opportunity to view resources and discuss the specific teaching content.

Parents have the right to withdraw their children from SRE lessons provided at school, except for those parts included in the statutory National Curriculum for Science. If parents have concerns or complaints about the content of SRE or want to withdraw their child, they will need to make an appointment with the head teacher to discuss it. This would be a documented meeting, where a focus would be discussing the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Also their child suffering from any social/emotional effects of being excluded and listening indirectly to their peers, whilst respecting the parents' wishes.

Dissemination of policy

All staff and governors will have an opportunity to read and comment on the policy. The policy will also be made available to any other interested parties.

Monitoring and Review

The sex and relationship education schemes will be evaluated by staff and the PSHE/Science leader who will also monitor planning and lesson delivery. The children will be given an opportunity to reflect on what they have learnt at the end of each topic.

NOTE: This SRE policy should be read in conjunction with the PSHE and Citizenship, Drugs Education, Child Protection, Equal Opportunities and Health, Safety and Welfare Policies.

Policy Reviewed: October 2023.