Sex Education Policy

Updated: May 2022

To be reviewed: May 2024

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Farndon Primary School

EQUALITY SCHEME	
EQUALITY IMPACT ASSESSMENT FOR	
SRE POLICY	
Staff / Committee involved in development:	L + M Committee; Headteacher
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	Education Act 1996 House of Commons briefing Paper Feb 2016
Key related Farndon Policies:	Health and Safety Policy Anti Bullying Policy Science Policy

Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	Yes	Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. School follows Stonewall for homophobic response.
Religious and Belief	No	
Gender Reassignment	Yes	Handled in the same way as orientation.
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Reviewed by	Leadership and Management	

Policy Statement

"*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*" (DFE Relationships and Sex Education and Health Education June 2019).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The 1996 Education Act consolidates all relevant previous legislation and states the following:

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy".

All primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum of Science. Although not statutory in the new National Curriculum (2014), the guidance recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at Farndon Primary School reflects the school ethos and demonstrates and encourages the following values:
Respect for self;
Respect for others;
Responsibility for their own actions;
Responsibility for their family, friends, schools and wider community.

Content

SRE and Health Education is addressed primarily through themes within our SMSC curriculum (**See Appendix 1** how curriculum relates to the DFE expectations).

In Key stage 1, pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust (such as their class teacher or teaching assistant.) through the schools SMSC curriculum. All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Safeguarding Lead –the Headteacher.

In Key stage 2, pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Within Year 5, Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them through the Chris Winter programme.

In Year 6, a range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding. Year 6 teachers use CD ROM materials, along with the materials form the Chris Winter programme. Before participating in any teaching of this subject, permission is sought from the Parents

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Farndon Primary School the *main* content is delivered in PSHE lessons.
SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

All visitors are familiar with and understand the school's SRE policy and work within it. All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;

All visitors are supervised/supported by a member of staff at all times;
The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning. Visitors include the School Nurse and NSPCC trained staff to discuss challenging issues including inappropriate behaviours and abuse.
Farndon Primary School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE – Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Parents also have the opportunity to view any resource material or lesson content to help them make an informed decision. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, 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.

Headteacher: _____ (Date) May 2022

Chair of Governors _____ (Date) May 2022

Appendix 1 DFE Expectations alongside school curriculum

Relationships Education		Curriculum Evidence
Families and people who care for me	• 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. • 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Theme 7: SMSC Promoting Diversity and Challenging Homophobia**
Caring Friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	**Assembly Theme: School Values Aut 1: Friendship and Kindness** **Theme 3: SMSC No Outsiders in School Work on falling out and anti-bullying.**
Respectful Relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality, backgrounds or if they were born a boy but would like to be a girl.), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Learn 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.	**Theme 2: SMSC Britain and Diversity** **Assembly Theme: School Values Sum 1: Respect** **Theme 3: No Outsiders in School**

	• 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.	**Theme 5: SMSC Knocking down stereotypes** **NSCPCC Talk Assembly**
On line Relationships	• 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	**Theme 1: SMSC Online Safety Programme (Digital Literacy and I-Learn resources)**
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • Learn 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. • 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.	**NSCPCC Talk Assembly** **Chris Winter Programme** **Yr 6 Bikeability** **PSCO Stranger Danger talk** **Yr 3 Let's Walk to School** **Computing Sessions: Use of their VLE page and how to report concern. School website where to get advice.**
Physical Health and Mental Well Being		**Curriculum Evidence**
Mental Well-Being	• Learn that mental wellbeing is a normal part of daily life, in the same way as physical health. • Learn 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. • 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 wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Learn isolation and loneliness can affect children and that it is very	**Interventions:** **Zones of regulation** **Anxiety Gremlins** **Lego therapy** **ELSA Social and emotional** **Draw and Talk therapy** **Mental Health Week**

	important for children to discuss their feelings with an adult and seek support. • Learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 wellbeing 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	• Learn that for most people the internet is an integral part of life and has many benefits. • Learn 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 know how 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. • Learn 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. • Where and how to report concerns and get support with issues online	**Theme 1: SMSC Online Safety Programme (Digital Literacy and I-Learn resources)** **Parental talk on online safety**
Physical Health and Fitness	• 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.	**Golden Mile with Mile Ambassadors** **Gym equipment on the playground** **Premier 6 weekly healthy lifestyles workshops** **EYFS: Play-trition** **KS1/KS2: Fun-trition**
Healthy Eating	• 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).	
Drugs, Alcohol and Smoking	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Drug and Alcohol Health Box workshops** **Hoops for Health**
Health and Prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Learn 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.	**Mental Health Week**

	• Learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	**Science curriculum**
	• Learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	**Science curriculum**
	• The facts and science relating to allergies, immunisation and vaccination	**Science curriculum**
Basic First Aid	• 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.	**Year 6 St Johns Ambulance first aid programme**
Changing Adolescent Body	• Learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.	**Chris Winter SRE programme for Year 6**

Appendix 2: Curriculum Content for Relationships and Sex Education

Year Group	Text	Curriculum Content
Reception	Mommy, Mama and Me	• I know the people in my family are special and I can tell you who loves me.
Year 1	The Family Book	• Can children confidently talk about their own families? • Are children aware that other families may be different to their own? • Can children demonstrate that they accept differences between families?
Year 2	William's Doll	• Can children demonstrate that they respect differences? • Can children recap and discuss gender stereotypes?
Year 3	Troll Swap	• Are children able to celebrate individuality? • Can children recognise how gender stereotypes are often inaccurate? • Are children able to reflect on how people are different from themselves as a person/family?
Year 4	Something Else	• Are children able to accept and respect each other's similarities and differences and how is this demonstrated? • How might it makes people feel when they are left out?
Year 5	And Tango Makes Three	• I know that there are people who are different from me living in my community and I accept people who are different from me.
	Chris Winter Programme	• **Lesson 1** Talking about Puberty: explore physical and emotional changes during puberty. • **Lesson 3**: Explore the impact of puberty on the body and the importance of good hygiene.
Year 6	King and King	• Can children identify that all marriages and weddings are different? • What is the same/different between opposite-sex and same-sex weddings? • Are children able to describe changes in the law that allow same sex marriages?
	Chris Winter Programme	• **Lesson 1** Puberty and Reproduction: Describe how and why the body changes during puberty. • **Lesson 2** Understanding Relationships: Discuss different types of adult relationships and know what form of touching is inappropriate. • **Lesson 3** Conception and Pregnancy: Learn basic facts about pregnancy and conception