



Sex and Relationship Education Policy

Barnes Farm Junior School

1 Introduction

- 1.1 Our school's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended SRE guidance under the current government (2015). Please also see the Appendix 2, which is the Government's recent statement on proposals for making the teaching of PSHE and SRE statutory from September 2019.
- 1.2 In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- 1.3 The purpose of this policy is to set out the ways in which the school's provision for sex and relationships education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

2 Aims and objectives

- 2.1 We teach children about:
 - scientific anatomical names
 - puberty and the physical development of their bodies as they grow into adults;
 - having respect for and being in control of their own bodies;
 - the way humans reproduce;
 - the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
 - that there are different types of families, all of which have equal value;
 - respect for the views of other people;
 - moral questions;
 - relationship issues including keeping safe online and seeking help;
 - recognising the role of human rights in preventing violence against girls and women;
 - sexual abuse, and what they should do if they are worried about any sexual matters.

3 Context

- 3.1 High quality sex and relationships education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach SRE on the understanding that:
 - it is taught in the context of family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
 - it is important to build positive relationships with others, involving trust and respect, both in person and online;
 - it makes a significant contribution to our duty to safeguard and protect all children;
 - it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour
- 3.2 Our SRE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy.

We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

- 3.3 In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure SRE can be accessed in an age-appropriate way throughout a child's school career.

4 Organisation and Content

- 4.1 We teach about sex and relationships through different aspects of the curriculum. Our main SRE curriculum is taught through the Christopher Winter Resources – 'Teaching SRE with Confidence' (see appendix 4). We also deliver some SRE through the statutory science curriculum and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 4.2 In PSHE, we use the Cambridgeshire PSHE Programme of Study to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.
- 4.3 Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

5 The role of parents

- 5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents about the school's SRE policy and practice;
 - answer any questions that parents may have about the SRE of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
 - encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
 - inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home;
 - make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2 We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum; all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the SRE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our SRE lessons, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

- 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our SRE programme.

7 Confidentiality

- 7.1 Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8 The role of the headteacher

- 8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
- 8.2 The headteacher/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 8.3 The headteacher/PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

- 9.1 The governing body is responsible for monitoring the delivery of our SRE policy. Governors give due consideration to any comments from parents about the SRE programme, and require the headteacher to keep a written record of parents' comments.
- 9.2 This policy will be reviewed every two years, or earlier if necessary.

Date: April 2017

Policy to be reviewed in: April 2019

Appendix 1 SRE Elements of the National Science Curriculum

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 2

Published: March 2017

POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Introduction

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019.

The Secretary of State confirmed that she was actively considering the case for further action on these subjects in September 2016 to the Education Select Committee, underlining the government's commitment to explore all options to drive improvement. The amendment is the result of careful consideration of the evidence on mandating teaching, and embedding improvements, in these subjects.

The Chairs of 5 Select Committees wrote to the Secretary of State in November 2016 to call for further action on these subjects. The government acknowledges the important work of these Chairs and their respective Committees in bringing together the evidence supporting further consideration of the case for change.

Rationale for Government's approach to relationships education, RSE and PSHE in the modern world

Whilst we know that many schools are already teaching these subjects and in some cases doing so very well, it is important that we ensure universal coverage for all pupils and improved quality. There have been many calls for statutory RSE and/or PSHE from leading parent representative

bodies such as Mumsnet and PTA UK. A recent YouGov poll shows that 91% of parents believe all pupils should receive PSHE lessons to teach about the risks of sexting, as well as other issues such as contact from strangers online. A recent Barnardo's poll of 11-15 year olds also showed that 74% believed that children would be safer if they had age appropriate classes on RSE. Many teaching unions have also called for statutory status. It is clear, therefore, that parents and schools want them to be taught.

The legislative approach

Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.

For PSHE, we are giving a power to the Secretary of State to make it statutory via regulations. Whilst we are clear that the most pressing safeguarding concerns relate to Relationships and RSE, it is evident that wider concerns about child safety and wellbeing relate to the types of life skills this subject can cover, such as understanding of the risks of drugs and alcohol, and safeguarding physical and mental health. We therefore think it is important that we have the ability to make PSHE statutory as well, subject to the outcome of thorough consideration of the subject, and careful consideration of the fit between the content of Relationships and RSE and what could be covered in the PSHE curriculum. We will ensure our work results in a clear understanding about the full set of knowledge and life skills that Relationships Education, RSE and PSHE should provide for young people to support them to be safe, healthy, happy and successful.

We do not think it is right to specify on the face of primary legislation the exact content of the subjects as this would be too prescriptive, removing freedom from schools and running the risk of the legislation becoming quickly out of date as the world changes. The Department's work on subject content (see below) will determine that, working with a wide range of experts and interested parties. More detail on what the regulations will include is below. In summary they will set out specific elements that are required for the introduction of these statutory subjects, such as a requirement for statutory guidance and a right for parents to withdraw their children from sex education. The guidance will support schools in how to approach teaching these subjects and set out the core pillars the subjects should cover.

This approach to making the subjects statutory also, crucially, allows schools time to prepare to deliver the new content, pending review work, from September 2019. The changes triggered by the amendment clearly signal to the school system and wider stakeholders our intention to act, and we know that schools will start planning and preparing to deliver these subjects immediately. However, it will also give us time to listen to schools about the support they need to implement these changes to the highest quality. We are confident, therefore, that this planned and measured approach to change, seeking evidence and collaboration with experts, is the right one and will ensure we use this opportunity to act to greatest effect.

The requirements on schools

The subjects would be made part of the basic school curriculum (as now for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education). All secondary schools (maintained, academies or independent) will be required to provide RSE. Pending the outcome of review work, all primary and secondary schools may be required to provide PSHE or elements of it.

Building on existing good practice

We know that many schools are already delivering these subjects well and will continue to do so. In 2013, Ofsted published a report into current PSHE provision, which suggested that practice was good in approximately 60% of schools and summarised what effective practice looked like. Many schools use the non-statutory programme of study provided by the PSHE Association.

Government also endorsed the supplementary advice for schools, “Sex and relationships education

(SRE) for the 21st century”, which was published by the PSHE Association, the Sex Education Forum and Brook. The advice addressed changes in technology and legislation since 2000, equipping teachers to help protect children from inappropriate online content, bullying, harassment and exploitation.

Implementation should be planned at an appropriate pace to allow schools to start the work now, making steady, effective improvements to their provision. This ensures that we are building an evidence-based approach to reform that works for schools and makes sure that all children benefit from a more consistent approach.

As mentioned, we will ensure the subjects are carefully designed to safeguard and support pupils and are deliverable for schools. Nevertheless, we are clear on the themes and issues they should cover, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

The review work (see below) will determine what statutory PSHE could look like in the context of statutory Relationships and RSE, and will also consider age-appropriate content and guidance.

We would expect this to cover broad pillars of:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;
- careers education, preparation for the workplace and making a positive contribution to society.

Key principles of statutory change

We have committed to a retain parents’ right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science)⁶, as currently, but not from relationships education at primary. This is because parents should have the right to teach this themselves in a way which is consistent with their values. The Secretary of State will consult further in order to clarify the age at which a young person may have the right to make their own decisions. The outcome will be set out in regulations which will be subject to consultation and debate.

We are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is appropriate to the age of pupils and their religious background. The Secretary of State must give guidance to schools on how to deliver this. This provision enables faith schools to teach these subjects according to the tenets of their faith, whilst still being consistent with requirements of the Equality Act.

Regulations

As well as enshrining the two points above on parental rights and appropriate teaching, the regulations will ensure that:

- the Secretary of State issues guidance on delivering these subjects, which all schools must have regard to, including setting out that pupils are taught:
 - safety in forming and maintaining relationships,
 - the characteristics of healthy relationships,
 - how relationships may affect mental and physical health; and
- schools must publish and make available a policy on the subjects.

The Secretary of State may also lay regulations to make PSHE statutory in all all schools (it is already statutory in independent schools), and these, pending the outcome of consideration of content, would set out similar requirements on guidance (without specifying content) and school policies.

Both sets of regulations may also set out further requirements related to these subjects, for example further, limited specifics on subject content. Any additional requirements will be identified by work with stakeholders conducted by the Department for Education.

Work to consider content of Relationships Education, RSE and PSHE – terms of reference

The Department for Education intends to conduct thorough and wide ranging engagement on the subjects – considering subject content, school practice and quality of delivery - to determine the content of the regulations and statutory guidance. This will have significant involvement of the teaching profession. The Department will also engage with, and seek evidence from schools and teachers; parents and pupils; experts in safeguarding and child wellbeing; subject experts; faith groups; voluntary organisations and other interested parties; and other government departments and public sector bodies. We will set out more details when the work gets underway. On the guidance, this work will:

- produce fit for purpose guidance that ensures schools can adapt their age-appropriate subject content to pupil needs;
- consider how to ensure the guidance avoids being prescriptive about content, but includes the concepts set out in paragraphs 12 and 13 above;
- consider how the guidance can best meet the needs of vulnerable children and young people including those with Special Educational Needs or Disabilities or who are educated other than in mainstream settings;
- be mindful of the wider curriculum landscape and the size/shape of the schools curriculum (including demands on curriculum time); and
- consider how to introduce an approach to regularly ensure a refresh of each set of guidance

In the context of quality of delivery and implementation, the work will consider:

- building the knowledge and skills of teachers and leaders (and what support schools may require for this);
- understanding and disseminating evidence-based good practice;
- developing high-quality resources;
- creating the right level of focus to raise status; and
- whether it will be useful to change the name of PSHE via guidance.

Ofsted will consider the implications of the new requirements for school inspection.

Out of scope will be:

- consideration of the statutory status of Relationships Education and RSE,
- question of whether there should be a right to withdraw a pupil; or
- requirements which place significant new burdens on schools.

Timeline

The work to consider content will begin this spring and we expect that it will result in draft regulations and guidance for consultation in the autumn of 2017. Following consultation, regulations will be laid in the House, alongside final draft guidance, allowing for a full and considered debate. The statutory guidance will be published in early 2018, once the regulations have been passed (and at least one full year before academic year 2019/20).

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Appendix 3: SRE Terminology

Below are child-friendly definitions put together by a healthcare professional to support with the discussions and questions that arise when delivering HRSE sessions in school. Best practise is to ensure correct child-friendly terminology is used, as opposed to slang words.

Anus

The opening from the rectum through which faeces (poo) leaves the body. The opening on a person's bottom.

Breasts

A female's chest after puberty. A set of glands on a female's chest; breasts can produce milk after a woman gives birth. Males also have breasts, but they do not produce milk.

Cervix

The lower part of the uterus that connects to the vagina. Sometimes known as the neck of the womb.

Ejaculation

The release of semen, which contains sperm, from the tip of the penis during orgasm. Some women can also ejaculate during orgasm when fluid is released from the urethra. (This fluid is not urine.)

Erection

An erection is when a penis is hard because it fills with blood. Erections happen more regularly during puberty.

Genitals

These parts are often called the private parts.

The external sexual and reproductive organs of both males and females; the vagina, labia and clitoris of a female and the penis and scrotum of a male.

Menstruation

Often called period.

When the blood and tissue lining of the uterus sheds and comes out of the vagina, usually once every month.

Orgasm

A strong pleasurable sensation that can occur at the climax of sexual excitement.

Ovulation

The release of an ovum (egg) from an ovary each month.

Ovary

An organ in a female's body that produces, stores and, once a month, releases ova (eggs). Females are usually born with two ovaries. Ovaries also produce hormones including progesterone, estrogen, and testosterone.

Penis

A male's reproductive and sex organ that is made of spongy tissue that fills with blood during sexual excitement and becomes hard (also known as an erection). Urine and semen pass through the penis through a tube called the urethra. Urine comes out when the penis is soft and semen sometimes comes out when the penis is erect.

Semen

The whitish, sticky fluid that is released from a penis during ejaculation. One teaspoon of semen can contain around 300 million sperm.

Sexual Intercourse

When a penis is inserted into a vagina. Sexual intercourse can mean other kinds of intercourse too, like oral or anal intercourse between two men, two women or a man and a woman.

Testicle

The gland in which sperm and the hormone testosterone are produced.

Vagina

A stretchy muscular tube inside the female body that extends from the vulva to the cervix.

Wet dream

This is the release of semen from a male's penis while he is sleeping, most commonly during puberty.