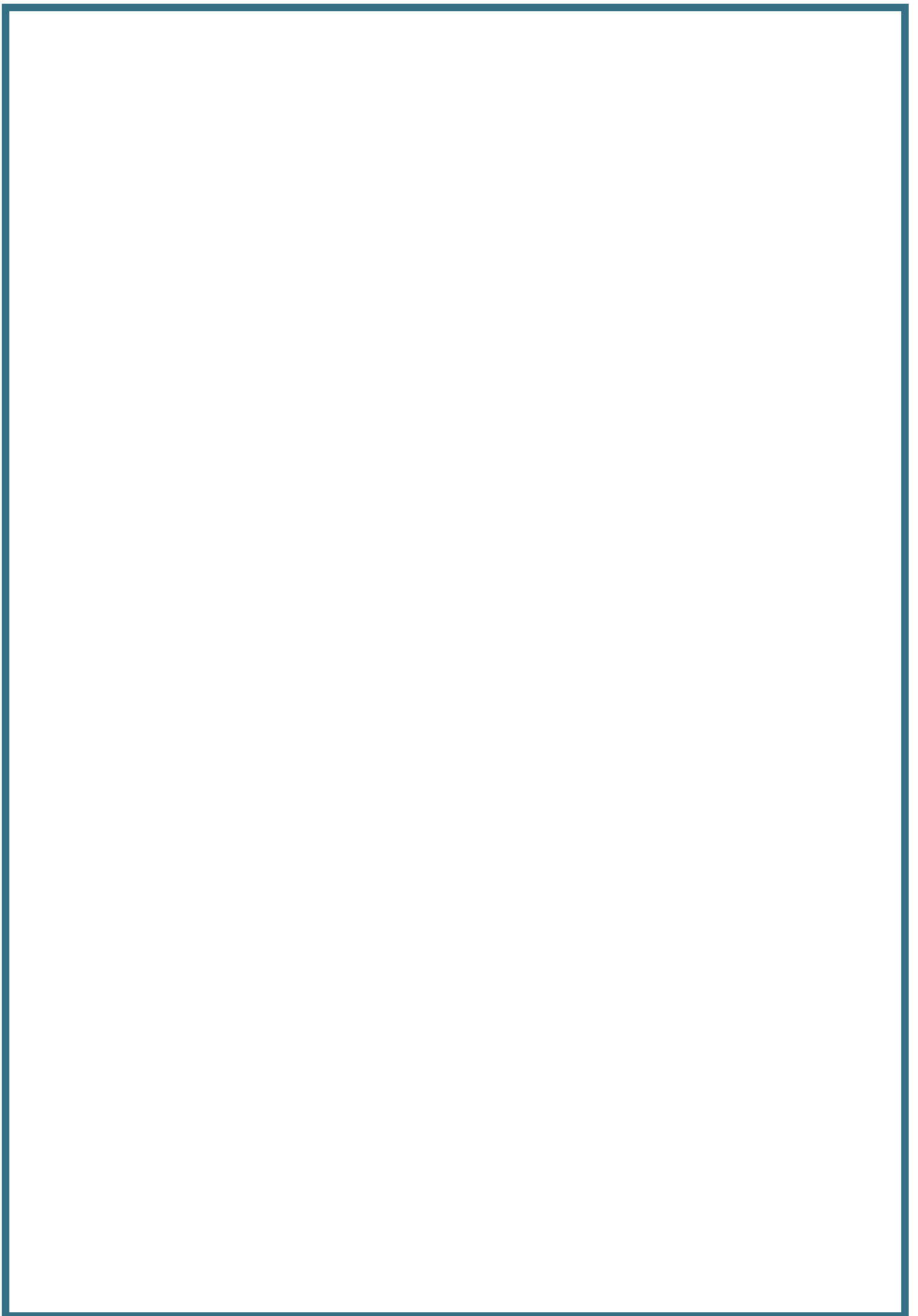




Arlecdon and Thornhill Sex and Relationships Education Policy



Our Mission

To explore the richness of our community, its history, geography and people

To expose children to variation and difference in order to expand their horizons.

To expose children to a wide vocabulary, in order to ensure preciseness, clarity, interest and texture in communication.

Statement of intent

There is a statutory requirement to teach Sex and Relationships education in the Curriculum (from 2020). See link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

It forms part of learning about 'ourselves', 'relationships' and 'keeping safe', which are essential parts of learning in PSHE. Moreover, learning about growing up and puberty forms part of the Science Curriculum.

Whilst 'relationships' education is the only statutory part of Sex and relationships education for Primary Schools, it is our belief that children should learn key facts about reproduction from a safe and trusted source during their primary life. As this isn't statutory, parents do have the right to withdraw their children from these lessons if they wish

Signed by:

S. McCabe

Headteacher

Date:

February 2022

D Davidson

Chair of governors

Date:

February 2022

1. Aims and Objectives

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. Parents will be fully informed of policy and practice.

SRE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

2. Curriculum Content

PSHE links			
Year	Content covered	Resources used / methodology	Right to withdraw?
Early Years	Who is in my family? What does my family do for me? Who can I go to if I am worried?	Through topic based work Kidsafe	No
Key stage One	How are families similar and different to mine? How can I be a good friend? Who can I go to if I am worried or need to know something?	Powerpoints Video Kidsafe Class discussions Metacognitive techniques of repetition	No
Lower Key stage Two	Why are some parents married and some are not? Why are we all different, is it ok to be different? What are good habits for looking after my body? Who can I talk to if I feel anxious or unhappy?	Powerpoints Video Kidsafe Class discussions Worksheets Quizzes Metacognitive techniques of repetition	No

	<p>What are the different kinds of families and partnerships? Why are families important?</p>		
Upper Key Stage Two	<p>Relationships What is needed in a good relationship? How can we recognise a bad relationship? What is love? How do we show love to one another?</p> <p>Puberty What is puberty? Does everyone go through puberty? At what age do people go through puberty? What body changes do boys and girls go through during puberty? What are sexual feelings? What are wet dreams? How can I cope with different feelings and mood swings? How can I say no to someone without hurting their feelings? Is my body normal? What is a normal body?</p> <p>Human reproduction What is sex/sexual intercourse? How are babies conceived? What are the laws about sex? What does the birth of a baby look like? What does a new baby need to keep it happy and healthy and how much do these items cost? Is it challenging looking after a baby?</p>	<p>Powerpoints Video Kidsafe Class discussions Worksheets Quizzes Metacognitive techniques of repetition</p>	<p>Only part that can be withdrawn from is the sexual education part. Cannot withdraw from puberty part</p>

Computing links

Year	Content covered	Resources used / methodology	Right to withdraw?
Early Years	Aspects of keeping safe online are covered at age-appropriate level	Part of EYFS Curriculum	No
Key stage One	Is the internet safe? How can I keep myself safe online?	Purple mash resources	No
Lower Key stage Two	How can I keep myself safe online? How might the internet be dangerous? Is everything online true?	SMART acronym (safe, meeting, acceptable, reliable, tell) Purple mash resources Small stakes quizzes	No

Upper Key Stage Two	How can I keep myself safe online? What is acceptable and unacceptable online behaviour? How can we care for each other online? How do you use email safely and correctly? How old do I have to be to use different types of social media?	SMART acronym (safe, meeting, acceptable, reliable, tell) Small stakes quizzes	No
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Science links			
Year	Content covered	Resources used / methodology	Right to withdraw?
Early Years	Children learn about the concept of male and female and about young animals.	Part of EYFS Curriculum	No
Key stage One	Know about similarities and differences in relation to living things Identify, name, draw and label the basic parts of the human body Notice that animals, including humans, have offspring which grow into adults Notice that animals including humans, move, feed, grow, use their senses and reproduce	Use of visual resources including videos and photographs.	No
Lower Key stage Two	Describe the changes as humans develop to old age Know about the importance of personal hygiene to maintain good health.	Use of visual resources including videos and photographs.	No
Upper Key Stage Two	Know about the physical, emotional and social changes at puberty, which include the importance of personal hygiene Understand heredity as the process by which genetic information is transmitted from one generation to the next	Use of visual resources including videos and photographs.	No
Year Six specific	Describe reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta	Use of visual resources including videos created for school-based SRE.	Only part that can be withdrawn from is the sexual education part. Cannot withdraw from puberty part

3. By the end of primary stage:

Pupils should know:

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.

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 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 and advice from others, if needed.

Respectful Relationships

- The importance of respecting others, even when they are very different from them, 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 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.
- About different types of bullying, including cyber bullying, the impact of bullying, responsibilities of bystanders and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative and/ or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online 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.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others.
- About the concept of privacy and the implications for 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 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 to do so.
- Where to get advice.

4. Organisation and Delivery

5.1 The Senior leadership Team is responsible for co-ordinating the policy and curriculum content.

SRE will be taught to mixed ability sets, with provision for single-sex groups as appropriate, and will be delivered as a discrete lesson and as part of other lessons for example Science and English.

5.2 Other agencies/ visiting speakers may be invited to input into the programme.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

5.3 Parents have the right to withdraw their children from any part of the curriculum which is linked to sexual education, excluding the development of the human body during puberty. Any parents expressing concerns will be invited into to school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child. The schools will communicate by letter and share the timing of delivery and the curriculum content.

5.4 Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

5.5 The programme will be monitored as an ongoing part of the process by both teaching staff and pupils.

5. Monitoring and Evaluation

6.1 Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

2. Procedures will include:

- self -evaluation by pupils of individual sessions
- staff evaluation

6.3 The policy will be reviewed, after consideration of all of the above, at least every two years and ratified by the full governing body.

6. Support and Training

7.1 The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.

7.2 Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/SRE being a consideration within the annual budget.