

# Clee Hill Community Academy

## Sex and Relationships Education (S.R.E) Policy

Policy Written: January 2020

Review Date: January 2023

The purpose of this policy is to provide teachers, parents and governors with a clear outline of the role of sex and relationship education (SRE) within the broad education offered at Clee Hill Community Academy. This policy has been written as part of a consultation with staff and parents to ensure that it meets the needs of the pupils and parents and reflects the community which we serve. This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

### Aims

For children to develop:

1. An understanding and appreciation of how life begins and how bodies grow and develop.
2. An understanding of sex and relationships; physically, emotionally and socially.
3. Respect towards themselves and others.

4. The ability to make responsible choices and be responsible for their own actions.
5. Their understanding of the importance and value of family life.
6. An understanding of the changes that happen in puberty and adulthood, so they are well prepared for this
7. Confidence, communication skills and assertiveness to cope with the influences of their peers and the media and be able to ask for help when they feel unsafe
8. An understanding of their feelings and behaviour and mental wellbeing so they can lead fulfilling and enjoyable lives.
9. Know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
10. Develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings.

### Delivery

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Staff have an important role in modelling positive behaviours. The school takes positive action to build a culture where homophobia, gender stereotypes, sexism and misogyny will not be tolerated and any occurrences of this are identified and tackled promptly by senior members of staff.

### Inclusion

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. All teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### Organisation of S.R.E

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools through well-planned Personal social Health education (PSHE) lessons however teachers will also include well-chosen opportunities to embed knowledge in real-life situations, i.e. discussing an incident from breaktime etc.

Other opportunities such as whole school assemblies will also reinforce the development of personal attributes such as kindness, integrity, generosity and honesty. Online safety is a continuous key focus for computing lessons and the school's digital leaders run assemblies to embed this further as part of Internet Safety Week each year.

From the beginning of the EYFS, pupils are taught how to take turns, treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy. Building on this, the school follows the PSHE Association Scheme of work which includes resources to compliment teaching in the classroom on the [PSHE Association website](#). A comprehensive PSHE programme runs from Year 1 to Year 6 building on previous learning in 3 key areas.

- Health and well-being
- Relationships
- Living in the wider world

We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. During sessions, teachers continuously check prior knowledge and build this into the planning progress to ensure a smooth transition from class to class.

Outside agencies, such as NSPCC, also support the PSHE curriculum coverage including how to recognise and report emotional, physical and sexual abuse. Parents are informed of the content of these workshops prior to the event.

### Reading in RSE

At Clee Hill Community Academy, we encourage reading in all curriculum areas and review potential reading activities in all RSE lessons. Similar to PSHE, RSE lessons rely on reflection and discussion however topic areas often include elements of reading within the lesson. Children are encouraged to use worry boxes and question boxes and reading tasks to sort organise information are a key element of RSE discussions.

## Scheme of work

We ensure that all teaching is sensitive and age appropriate in approach and content. A more detailed plan of lessons, from the PSHE Association, can be made available on request.

### Cycle A

	Autumn	Spring	Summer
Class 1	<p><b>Health &amp; wellbeing (Year 1 PSHE programme)</b>            Healthy lifestyles: healthy eating, physical activity, sleep, likes/dislikes, choices, feelings, managing feeling, hygiene, cleanliness, germs            Keeping safe: medical, household products, road safety, water, fire, online safety, rules, asking for help, privacy and respecting privacy  <b>*NOT naming external genitalia as a specific lesson but as part of 'personal space' and appropriate/inappropriate touching</b></p>	<p><b>Relationships (Year 1 PSHE programme)</b>            Feelings and emotions: communication, feelings, empathy, behaviour, fair/ unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing            bullying</p>	<p><b>Living in the wider world (Year 1 PSHE programme)</b>            Rights and responsibilities: classroom rules, rights, responsibilities, needs, groups, communities, roles, everyone is unique, similarities and commonalities, community, special people, help, emergencies</p>
Class 2	<p><b>Health &amp; wellbeing, growing &amp; changing, keeping safe (Year 1 PSHE programme)</b>            Healthy lifestyles: healthy eating, physical activity, sleep, likes/dislikes, choices, feelings, managing feeling, hygiene, cleanliness, germs            Growing and changing: achievements, strengths, goals, target setting, changes, loss, young to old            Keeping safe: medical, household products, road safety, water, fire, online safety, rules, asking for help, privacy and respecting privacy  <b>*NOT naming external genitalia as a specific lesson but as part of 'personal space' and appropriate/inappropriate touching</b></p>	<p><b>Relationships (Year 1 PSHE programme)</b>            Feelings and emotions: communication, feelings, empathy, behaviour, fair/ unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing            bullying            Healthy relationships: secrets, surprise, safety, cooperating, resolving relationships, special people, caring, physical contact, touch acceptable and unacceptable            Valuing differences: sharing, discussion, views, opinions, similarities and differences  <b>*acceptable and unacceptable touch in context of age</b></p>	<p><b>Living in the wider world (Year 1 PSHE programme)</b>            Rights and responsibilities: classroom rules, rights, responsibilities, needs, groups, communities, roles, everyone is unique, similarities and commonalities, community, special people, help, emergencies            Taking care of the environment: environment, money spending saving, safety</p>
Class 3	<p><b>Health &amp; wellbeing (Year 3 PSHE programme)</b>            Healthy lifestyles: balanced lifestyles, health, well being, food choices, media, reality/ fantasy, true/</p>	<p><b>Relationships (Year 3 PSHE programme)</b>            Feelings and emotions: empathy, recognising other people's feelings, confidentiality, secrets,</p>	<p><b>Living in the wider world (Year 3 PSHE programme)</b>            Rights and responsibilities: discussion, debate, topical issues, rules, laws, human</p>

	<p>false, bacteria, virus, hygiene, habits, drugs, alcohol, tobacco, medicines</p> <p>Growing and changing: achievements, aspirations, goals, strengths, target setting, conflicting emotions, managing feelings, change, transitions, loss, separation, divorce, bereavement</p> <p>Keeping safe: risk, danger, hazard, responsibility, pressure, influence, media, emergency aid, road safety, cycle, rail, fire, safety online, personal information, passwords</p> <p><b>*Not P102 (puberty)</b></p>	<p>personal space, dares and challenges</p> <p>Valuing differences: listening, viewpoints, respect, opinions, equality, bullying, discrimination, aggressive behaviour, stereotypes</p> <p>Healthy relationship: friendship, families, couples, behaviour, consequences, actions, physical touch, acceptable/ not acceptable, shared goals, disputes/ conflict, privacy</p> <p><b>*acceptable and unacceptable touch in context of age</b></p>	<p>rights, children's rights, resolving conflict, communities, volunteers, pressure groups, social media</p> <p>Taking care of the environment: rights, duties</p> <p>Money: spending, budgeting, tax, debt, enterprise</p>
Class 4	<p><b>Health &amp; wellbeing (Year 5 PSHE programme)</b></p> <p>Healthy lifestyles: balanced lifestyle, balanced diet, food, influences, media, images, habits, drugs, alcohol, caffeine</p> <p>Growing &amp; Changing: achievements, aspiration, target setting, managing stress, change, transition, bereavement</p> <p>Keeping safe: risk, danger, managing pressure, emergency aid, safety road, rail, fire, online safety, mobile phones</p> <p><b>*P199 - Puberty (Year 5s only)</b></p> <p><b>* Not P200 &amp; 201 (Female genital mutilation/ reproduction)</b></p>	<p><b>Relationships (Year 5 PSHE programme)</b></p> <p>Feelings and emotions: empathy, recognising others' feelings, confidentiality, secrets, surprises, personal space, dares, challenges</p> <p>Healthy relationships: friendships, couples, unhealthy pressure, behaviour and consequences, shared goals, bullying, discrimination physical touch (acceptable and not acceptable), personal boundaries</p> <p>Valuing differences: opinions, respects, listening to others</p> <p><b>*P212 forced marriage removed</b></p>	<p><b>PSHE: Relationships (SRE: (Year 5 PSHE programme) Year 5 only) &amp; Living in the wider world</b></p> <p>Rights and responsibilities: debate, topical issues,, rules, laws, making and changing rules, human rights, children's rights, practises against human rights, anti-social behaviour, bullying discrimination, resolving differences, communities, volunteers, pressure groups, people, places, customs, social media</p> <p>Taking care of the environment: rights/ duties</p> <p>Money: budgeting, interest, loan, tax, debt, sustainability, enterprise</p> <p><b>*P227 FGM removed</b></p>
Class 5	<p><b>PSHE: Health &amp; wellbeing Year 5 PSHE programme)</b></p> <p>Healthy lifestyles: balanced lifestyle, balanced diet, food, influences, media, images, habits, drugs, alcohol, caffeine</p> <p>Growing &amp; Changing: achievements, aspiration, target setting, managing stress, change, transition, bereavement</p> <p>Keeping safe: risk, danger, managing pressure, emergency aid, safety road, rail, fire, online safety, mobile phones</p> <p><b>Not P200 &amp; 201 (Female genital mutilation/ reproduction)</b></p> <p><b>SRE: 2 statements removed 'explain in simple terms what is meant by consenting/consent' &amp;</b></p>	<p><b>PSHE: Relationships (SRE) Year 5 PSHE programme)</b></p> <p>Feelings and emotions: empathy, recognising others' feelings, confidentiality, secrets, surprises, personal space, dares, challenges</p> <p>Healthy relationships: friendships, couples, unhealthy pressure, , behaviour and consequences, shared goals, bullying, discrimination physical touch (acceptable and not acceptable), personal boundaries</p> <p>Valuing differences: opinions, respects, listening to others</p> <p><b>*P212 forced marriage removed</b></p>	<p><b>PSHE: Living in the wider world Year 5 PSHE programme)</b></p> <p>Rights and responsibilities: debate, topical issues,, rules, laws, making and changing rules, human rights, children's rights, practises against human rights, anti-social behaviour, bullying discrimination, resolving differences, communities, volunteers, pressure groups, people, places, customs, social media</p> <p>Taking care of the environment: rights/ duties</p>

	'explain that a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections/ recognise that women can take a pill to stop an egg from being released and that this is another form of contraception		Money: budgeting, interest, loan, tax, debt, sustainability, enterprise *P227 FGM removed
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## Cycle B

	Autumn	Spring	Summer
Class 1	<p>Health &amp; wellbeing (Year 1 PSHE programme)</p> <p>Growing and changing: achievements, strengths, goals, target setting, changes, loss, young to old What I like and dislike. What is good for me/ not good for me?</p> <p>*NOT naming external genitalia as a specific lesson but as part of 'personal space' and appropriate/ inappropriate touching</p>	<p>Relationships (Year 1 PSHE programme)</p> <p>Healthy relationships: secrets, surprise, safety, cooperating, resolving relationships, special people, caring, physical contact, touch acceptable and unacceptable</p> <p>Valuing differences: sharing, discussion, views, opinions, similarities and differences</p> <p>*acceptable and unacceptable touch in context of age</p>	<p>Living in the wider world (Year 1 PSHE programme)</p> <p>Taking care of the environment: environment, money spending saving, safety</p>
Class 2	<p>Health &amp; wellbeing, growing &amp; changing, keeping safe (Year 2 PSHE programme)</p> <p>Healthy lifestyles: healthy eating, physical activity, dental health, likes/ dislikes, managing feelings, hygiene, germs,</p> <p>Growing and changing: achievements, strengths, target, setting, change, loss, young to old</p> <p>Keeping safe: medicine, household products, safety, risk, road, water, fire safety, safety, asking for help, respecting privacy</p> <p>*NOT naming external genitalia as a specific lesson but as part of 'personal space' and appropriate/ inappropriate touching</p>	<p>Relationships (Year 2 PSHE programme)</p> <p>Feelings and emotions: communication, empathy, behaviour, right and wrong</p> <p>Healthy relationships: surprises, secrets, safety, cooperating, resolving conflict, special people, caring, physical contact, inappropriate touch.</p> <p>Valuing different: people, similarities, differences</p> <p>*acceptable and unacceptable touch in context of age</p>	<p>Living in the wider world (Year 2 PSHE programme)</p> <p>Rights and responsibilities: classroom rules, rights, responsibilities, communities</p> <p>Taking care of the environment: environment</p> <p>Money: spending, saving</p>
Class 3	<p>Health &amp; wellbeing (Year 2 PSHE programme)</p> <p>Healthy lifestyles: healthy eating, physical activity, dental health, likes/ dislikes, managing feelings, hygiene, germs,</p>	<p>Relationships (SRE) (Year 2 PSHE programme)</p> <p>Feelings and emotions: communication, empathy, behaviour, right and wrong</p> <p>Healthy relationships: surprises,</p>	<p>Living in the wider world (Year 2 PSHE programme)</p> <p>Rights and responsibilities: classroom rules, rights, responsibilities, communities</p> <p>Taking care of the</p>

	<p>Growing and changing: achievements, strengths, target, setting, change, loss, young to old</p> <p>Keeping safe: medicine, household products, safety, risk, road, water, fire safety, safety, asking for help, respecting privacy</p>	<p>secrets, safety, cooperating, resolving conflict, special people, caring, physical contact, inappropriate touch.</p> <p>Valuing different: people, similarities, differences</p> <p>*acceptable and unacceptable touch in context of age</p>	<p>environment: environment</p> <p>Money: spending, saving</p>
Class 4	<p>Health &amp; wellbeing Year 4 PSHE programme)</p> <p>Healthy lifestyles: balanced lifestyles, health, wellbeing, balanced diet, food, influences. Media, images, reality/fantasy, true/ false</p> <p>Growing and changing: achievements, aspirations, goals, target setting, conflicting emotions, managing feelings, change, transition, loss, separation, divorce, bereavement</p> <p>Keeping safe: road and rail safety, water/ fire safety, online safety, personal information/ asking for help</p> <p>*NOT P151 puberty</p>	<p>PSHE: Relationships (SRE) Year 4 PSHE programme)</p> <p>Feelings and emotions: empathy, care, challenge</p> <p>Valuing difference: listening, viewpoints, bullying, aggressive behaviour, dares, stereotypes</p> <p>Healthy relationships: cooperation, working together</p>	<p>PSHE: Living in the wider world (Year 4 PSHE programme)</p> <p>Rights and responsibilities: discussion, debate, human rights, children's rights, duties, diversity, UK, social media</p> <p>Money: budgeting, loan, tax, debt</p>
Class 5	<p>PSHE: Health &amp; wellbeing (Year 6 PSHE programme)</p> <p>Healthy Lifestyle: balanced lifestyles, diet and food choices, media</p> <p>Growing and changing: conflicting emotions, puberty and emotional changes, human reproduction, pregnancy</p> <p>Keeping safe: bacteria and virus, habits, rugs, alcohol, tobacco, caffeine, medicines, mobile phones, e-safety</p> <p>*NOT FGM P256</p> <p>SRE: 2 statements removed</p> <p>'explain in simple terms what is meant by consenting/consent' &amp; 'explain that a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections/ recognise that women can take a pill to stop an egg from being released and that this is another form of contraception</p>	<p>PSHE: Relationships (Year 6 PSHE programme)</p> <p>Feeling emotions: recognising other people's feelings</p> <p>Healthy relationship: unhealthy pressure, acceptable and unacceptable touch, personal boundaries</p> <p>Valuing differences: listening to viewpoints, bullying</p> <p>*P266-Forced marriage removed.</p>	<p>.PSHE: Living in the wider world (Year 6 PSHE programme)</p> <p>Rights and responsibilities: rules, laws, human rights, communities</p> <p>Money: interest, loan, debt, enterprise</p> <p>*P282 FGM removed</p>

### Answering Children's Questions

As part of PSHE, worry boxes are used throughout the year as an opportunity to address ongoing concerns. These may include some difficult questions. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural

curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or misinformed peers. Questions which are age-appropriate may be answered sensitively as part of our PSHE coverage. Questions which are not age-appropriate or part of our PSHE curriculum will be discussed with senior staff or parents prior to answering. Staff will remain positive about all questions however respectful of parental consent, ie "That's a great question and something which you might want to talk through with mum and dad/ we will discuss in more detail in year 5" etc.

### Parents and parental rights to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise under the new draft guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

Should a parent decide that they do not wish their child to take part in some RSE lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

### Confidentiality

Teachers should conduct sex education lessons in a sensitive manner and in confidence. Good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussion can lead to increased safeguarding reports. As part of being a 'Telling School' pupils are encouraged to raise their concerns or make a report and how this report will be handled. This includes sharing concerns they may have about a friend or peer. If a child makes a disclosure that suggests that there is a safeguarding issue, then the teacher will take the matter seriously and refer it to the safeguarding lead.

This Policy will be reviewed at least every 3 years.