

Powerstock CE VA Primary School

Learning together to be the best that we can be



Issue Date: December 2020
Date Adopted: January 2024
Approval Committee: Curriculum and Wellbeing Committee
Date of next review: January 2025

Sex and Relationships Education Policy

This policy should be read in conjunction with our policies on Child Protection, Safeguarding, Behaviour, Anti-Bullying, E-safety and Equality Policy as well as schemes of work for Science, PSHE and RE.

The 2019 [statutory guidance: Relationships Education, Relationships and Sex Education and Health Education](#) details what pupils should know at the end of Primary School.

We believe that all pupils have a right to an education which enables them to flourish and which is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear. As a Church of England school, teaching is based in a learning environment in which we live out our Christian values of respect, friendship, compassion, perseverance, truthfulness and generosity.

As part of our emphasis on the well-being and care of all pupils, our school seeks to ensure that the SRE curriculum protects, informs and nurtures them. We aim to prepare pupils to cope with the physical and emotional challenges of growing up and in doing so, our SRE curriculum clearly differentiates

between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach SRE within a moral (but not moralistic) framework.

SRE at Powerstock School is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

The aims of SRE are

1. To raise children's self-esteem and confidence, particularly in their relationships with others, so that they value themselves and others.
2. To help children develop the skills in language, decision making and assertiveness that they will need to participate with confidence in a range of 21st century social settings and current uses of technology.
3. To help children know how and where to gain information and support.
4. To ensure that children understand how humans grow, change, develop and reproduce.
5. For all children to develop confidence in talking, listening and thinking about feelings and relationships;
6. All children can name parts of their body and describe how their bodies work;
7. All children can protect themselves and ask for help and support; and are prepared for puberty.

- 1. How this Policy was developed** The policy was written and agreed by teachers and members of the governing body. This was shared and approved with the school governing body in February 2021. A consultation of was then conducted in March 2021 where parents and carers were given a draft overview of the curriculum and its aims. Any enquiries or questions were discussed and the governing body for the school approved the use of CORAM SCARF curriculum for the whole school in February 2021.
- 2. Requirements of schools in law** The school is required by law to deliver a Relationships Educations and Sex Education curriculum from September 2020. This is outlined in government guidance: [Government SRE guidance](#)
- 3.** As of September 2020 it is statutory for schools to deliver Relationships Education in primary schools. We are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle as set out in the National Curriculum for science. Health Education is statutory from September 2020 and covers the key facts about puberty and changing adolescent body. Powerstock School however will not be teaching the non-mandatory sex education part of SRE.
- 4. What is Relationships Education?** Relationships Education is a key element to our Christian values of Respect, friendship, Truthfulness, compassion, generosity and perseverance. We believe that by learning about the diverse world we live in and the cultural, religious and social diversity our pupils will be empowered to live their life in all its fullness and be successful in school and beyond.
We will adopt the CORAM SCARF curriculum for all year groups and will follow this as our long term coverage. This can be found on the Coram Life Education SRE lesson plan grid online see below. Classes will be taught weekly in whole class groups and when appropriate in split groups or small groups.
[SCARF](#)
- 5. How Relationships Education is monitored and evaluated** Monitoring of lessons and standards will follow the same whole school approach as other lessons. In order to ensure that students are making progress and the delivery of lessons enables this progress to take place we will access the SCARF 6 half termly units and assessment opportunities. Following the guidance of PSHE Association it is evident that Assessment in PSHE and SRE education should not be about levels and grades but about formative assessment. This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries and set syllabus which would be inappropriate for PSHE.
- 6. How the delivery of the content will be made accessible to all pupils** The curriculum choice ensures that SRE is relevant to our pupils and setting. As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences

should be respected. The curriculum ensures that the SRE programme has opportunities for both boys, girls and those identifying as transgender to access lessons equally and respectfully. The curriculum covers a variety of ethnic, religious (alongside our RE curriculum) and cultural topics to enhance pupil understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups. The curriculum covers a variety of home and family situations to increase awareness, respect and understanding of various home situations. These are acknowledged and discussed throughout the school journey from EYFS to year 6.

The curriculum acknowledges that on average 5% of pupils nationally will define themselves as gay, lesbian or bisexual. Students may also have family members or friends who define themselves as these. The curriculum acknowledges these choices in a sensitive, honest and balanced manner in order to promote a respect and understanding of these choices. As with our wider curriculum all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons. The teaching of Relationships Education will be delivered at an age appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

Please see our long term plan below which covers each year of primary school. This plan is linked with lessons provided by Corum Education SCARF scheme: [SCARF](#) This scheme provides high quality lesson plans and resources to teach subjects that may be sensitive to some children in a caring but informative way.

There is a brief outline of what will be covered with each year group. Girls and boys will be taught together to encourage knowledge and respect.

- 7. Parental concerns** Parents were asked to contribute to the consultation period regarding introducing the new approach to SRE and PSHE within the school from March 2021. This was done in a public consultation where parents were able to openly ask and also privately voice concerns. Long term plans and coverage was shared with families to ensure that they are aware of topics being covered and enable them to contribute to the development of values and attitudes respectful to their own family beliefs. Parents are not allowed to withdraw their child from the relationships elements of the new curriculum as outlined by the DfE (2019) Sex Education. Powerstock School will not be teaching Sex Education which is not mandatory at primary school.
- 8. Classroom Practice** Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering SRE it should be common practice that:

 - No-one (teacher, student or visiting speaker) will have to answer a personal question
 - No-one will be forced to take part in a discussion
 - When learning about/discussing the body, correct names for body parts will be used

- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive.

If a question is too explicit, seems too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the Child Protection procedures will be followed.

SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice. It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet.

8.Roles and Responsibilities

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that SRE is taught consistently across the school.

Staff are responsible for: Delivering SRE in a sensitive way; Modelling positive attitudes to SRE; Monitoring progress; Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher. It is the PSHE Coordinator and teacher's responsibility to plan the curriculum and lessons. Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the SRE curriculum. All Staff involved in the delivery of SRE are aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue.

One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there any concerns in these circumstances.

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people - families Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts – basic correct names Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Body changes during puberty Managing change How my feelings help keeping safe Getting help

Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Self-esteem
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Important notice re Safeguarding:

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Child Protection and Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.