



Greenleas Primary School-
Relationships Policy including Sex
Education (SRE)
2020



RELATIONSHIPS EDUCATION

1. Context

We understand the importance of ensuring that all children in our school have access to their entitlement to SRE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all we will not promote one particular lifestyle over another. We will not seek to gain consensus, but will accept and celebrate difference.

In relation to those with special educational needs or disability, we will review our SRE Programme to ensure that provision is made for those with additional needs. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

2. WHAT IS RELATIONSHIPS EDUCATION?

2.1 We have based our school's policy on the DfE guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance made Relationships Education compulsory in all primary schools.

2.2 Schools also maintain a statutory obligation under the Children Act (2004) to promote their pupils wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE Programme will have a positive impact on pupils' health and wellbeing and their ability to thrive. At Greenleas Primary School we believe relationships and sex education empowers our children to make informed decisions about their wellbeing, health and relationships.

2.3 The curriculum of Relationships Education will have some overlap with the existing PSHE curriculum but will be updated for the 21st century and will become compulsory within all schools from September 2020. (<https://www.e4education.co.uk/primary-rel-ed-2020>)

2.4 The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

2.5 Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental well-being, including how friendships can support mental well-being.

2.6 This involves finding the answers to the following questions throughout their time at school:

1. What is a relationship?
2. What is a friendship?
3. What does family mean?

4. How do we take turns?
5. How do we treat each other with kindness, consideration and respect?
6. Why is honesty and truthfulness so important?
7. Why is important to seek and give permission?
8. What is personal privacy?
9. What is appropriate/inappropriate, safe/unsafe physical and other contact?

2.7 All areas of Relationships Education to be taught in an age appropriate way.

2.8 ONLINE - An ever changing platform, staff should stay up-to-date and aware of online developments that can affect our young people.

All the principles of positive relationships apply online. When teaching relationships content, teachers should address online safety and online behavior in a way that is relevant to pupils' lives. (see also ICT policy/ esafety)

10. HOW WILL TEACHING TAKE PLACE?

3.1 HEARTSMART

Teaching will be delivered using the HeartSmart scheme of work/ teaching approach.

RELATIONSHIP AND HEALTH EDUCATION (RSE): HeartSmart fully delivers on every requirement in the September 2020 statutory guidance.

See Appendix 1 - Table of coverage.

3.2 Teaching will take place in class, taught by the class teacher.

3.3 Class teachers have the autonomy to adapt materials if required, depending on the cohort of children and to take into account any sensitive family situations.

3.4 Pupils will be taught through: (PSHE foci)

1. Mental Wellbeing
2. Internet Safety and Harms
3. Physical Health and Fitness
4. Healthy Eating
5. Drugs, Alcohol and Tobacco
6. Health and Prevention (it is noted that in light of the 2020 Covid-19 crisis that this aspect of the curriculum will need to be dealt with with an increased level of awareness and sensitivity)
7. Basic First Aid
8. Changing Adolescent Body

9. SEX education in primary schools

1. Why teach sex education?

We teach sex education in the belief that:

1. Sex education should be taught in the context of partnership and family life

2. Sex education is part of a wider social, personal, spiritual and moral education process
3. Children should be taught to have respect for their own bodies
4. Children should learn about their responsibilities to others and be aware of the consequences of sexual activity
5. It is important to build positive relationships with others, involving trust and respect
6. Children should be empowered to say 'No' to unwanted sexual activity
7. Children will be taught that 'No' always means 'No' and that EVERYONE has the right to refuse or withdraw consent and that right must always be respected
8. Children need to learn the importance of self-control and what is appropriate behaviour and appropriate language

4.2 Sex Education is not compulsory in schools. However through the Heart Smart Programme the following objectives are taught in Y4, 5 & 6.

Changing adolescent body

1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Y4, 5 & 6
2. about menstrual wellbeing including the key facts about the menstrual cycle. Y5.

4.3 Some of these lessons are single-sex. Other lessons will take place in class groups and will focus on the physical and emotional changes the children will go through as they approach puberty. There will be a question box prepared before the session to enable the children to ask any questions anonymously.

4.4 In addition, we access and deliver:

Menstruation: Betty For Schools - Taken from website: <https://bettyforschools.co.uk/>

Welcome to the Betty for schools programme, we're all about periods. We want to help create a generation of girls and boys who are truly at ease talking about periods. We've worked with young people and education experts to develop curriculum-linked lessons for 8-12 year olds that encourage open, respectful and honest conversations about periods and the way they affect girls.

Our PSHE Association accredited resources are film-led, with a mix of animations, quizzes and interactive activities, making it easy for teachers to deliver our sessions with confidence.

4.5 In Year 6 the pupils will look at the reproduction, conception and birth elements, which will be led by the class teacher.

5 The role of parents

5.1 Parents and carers are key figures in supporting their children through the emotional and physical aspects of growing up. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

5.2 We will :

1. inform parents/carers about the school's relationships and sex education policy and practice; this first draft policy will be shared on the school website
2. answer any questions that parents/carers may have about the sex education of their child
3. take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex education in the school

4. encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary
5. inform parents/carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.3 Parents/carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

At least 2 weeks' notice will be given in advance of any lessons.

6 Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will bring these to the attention of the Safeguarding Lead.

7. REVIEW PROCESS & the way forward

The new policy to be submitted to HT and governing body.

The policy and delivery of lessons to be regularly reviewed by the PSHE co-ordinator.

This policy will be made accessible to parents on the school website in Summer term 2020 for any constructive feedback or comments. Points will be taken into account and amendments made if required.