



EPISKOPI PRIMARY SCHOOL **SEX & RELATIONSHIP** **EDUCATION POLICY (SRE)**

The sex education programme is set within the context of a caring family. It teaches not only an understanding of reproduction but also the relationships and personal development of human beings. An awareness of cultural diversity is important. The Department for Education (DfE) Sex and Relationship Education Guidance (July 2000) recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

Definition of Sex and Relationships Education

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

(Report to the UN General Assembly - July 2010 | Item 69, paragraph 18)

Current SRE requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach SRE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

It is good practice for academies, free schools, colleges and independent schools to have a policy on SRE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

There is a useful guide to [understanding sex and relationships education](#) from the Sex Education Forum.

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfEE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

SRE and statutory duties in school

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014).
- When any school provides SRE they must have regard to the [Secretary of State’s guidance](#); this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Aims of SRE

Our aim is to give children a clear understanding of the emotional and physical changes taking place as they reach puberty. We will also give them the opportunity to ask questions about the subject which will be answered by the professionals leading their lesson.

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...” (National Children’s Bureau, 2006).

We deliver SRE at Episkopi Primary School Sex and relationships education through the PSHE (Personal, Social and Health Education) framework using the Jigsaw programme of study – see PSHE policy.

This **Jigsaw PSHE** policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000)

Sex and Relationships Education within Personal, Social and Health Education (PSHE) for Key Stages 1 and 2 makes clear what is appropriate in the early primary years and the transition year. It is taught in the summer term – **'Relationships and Changing Me'** – and includes understanding friendship, family and other relationships, conflict resolution and communication skills.

At Episkopi school the children are:

- prepared to play an active role as citizens;
- developing a healthier, safer lifestyle;
- developing good relationships and respecting differences between people.

Sex and Relationships Education will contribute to the PSHE curriculum by ensuring that all children develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help and support.

It is tailored to the age and physical and emotional maturity of the children. It also ensures that both boys and girls know about puberty and how a baby is conceived – as set out in the Key Stages 1 and 2 of the Science national curriculum. All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. In the early years, education about relationships focuses on friendship, bullying and building on self-esteem.

Safeguarding and Confidentiality

Teachers conduct sex education in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates they may have been a victim of abuse. They will not try to investigate but will immediately inform the Designated Safeguard Lead about their concerns. Staff should always follow the safeguarding guidelines to observe, record and refer all safeguarding issues. The DSL will then deal with the matter in consultation with health care professionals, including Social Services.

Updated government safeguarding guidance is available:

'Keeping Children Safe in Education, 2020'

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Who teaches SRE?

The class teachers lead the teaching of SRE with their class group. We encourage other valued members of the community to work with us, in particular, members of the Medical Centre, such as the School Nurse, to work with us to provide advice and support to the children with regard to PSHE. We also encourage them to recommend suitable teaching materials to use with our children.

How is SRE taught?

1. Ground rules:

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion

Only the correct names for body parts will be used and the meanings of words will be explained in a sensible and factual way.

2. Distancing Techniques:

Teachers will avoid embarrassment and protect children’s’ privacy by always de-personalising discussions. For example, role play will be used to help children ‘act out’ situations about fictitious characters. Case studies with invented characters, appropriate videos and visits to theatre-in-education groups will all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

3. Dealing with questions:

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

(a) If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the school nurse, helpline, or an outside agency or service.

(b) If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.

(c) If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis.

To maintain trust and respect, the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

What is taught and when?

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
1	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process
	Piece 4 Inside Body Changes	recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Piece 2 Having A Baby	recognise how I feel about these changes happening to me and how to cope with these feelings correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult

5	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
		understand that puberty is a natural process that happens to everybody and that it will be OK for me
6	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made
		understand that sometimes people need IVF to help them have a baby
		appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
		reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
	recognise how I feel when I reflect on the development and birth of a baby	
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Working with parents and carers

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996).

Parents and carers have an especially important role to play in SRE. They need to feel confident that our programme complements and supports their role. To enable this, an information session for parents will be held to discuss the SRE programme. Teaching resources will be shown and opportunities will be given for discussion and questions. Parents and carers who have concerns about our SRE programme are encouraged to talk to their child's class teacher or the Headteacher/Deputy to discuss the programme in detail.

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Inclusion

All children, no matter what their barriers to learning, are entitled to SRE. The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of our children. We will consult with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use are regularly reviewed in cooperation with members of the Medical Centre to ensure their suitability. The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate. In Year Six, children will also have the opportunity to be taught in single sex groups with the same gender teacher.

Monitoring and Evaluation

It is the responsibility of the School Governance Committee (SGC) under the guidance of the Headteacher to ensure that staff and parents are informed of the Sex and Relationships Education Policy. There is now a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- learn the nature of marriage and its importance for family life and how children are raised
- are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the SGC, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation of the policy. This policy will be reviewed on a four-year rolling programme or in light of any new legislation or guidance.

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