

Sex and Relationship Education Policy

Northfield Manor Primary Academy



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1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Teach sensitively to the needs, age and developmental understanding of the children
- Create a culture where difference and individuality is respected regardless of disability or additional need, race, gender, culture or religion or sexual orientation
- Create a positive culture around family and healthy relationships understanding the impact these can have on emotional and mental well-being
- Help pupils develop feelings of self-respect, confidence, assertiveness and empathy
- Support young people to have positive self-esteem and body image and to understand the influences and pressures around them
- Empower children to be safe and safe-guarded including in their online interactions, and use of appropriate physical contact
- Enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings without fear or confusion
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Northfield Manor Primary Academy, we teach SRE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. A working group pulled together all relevant information including relevant national and local guidance.

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity, puberty and human reproduction appropriate to their ages and stages of development.

SRE is not about the promotion of sexual activity.

SRE involves a combination of sharing information, and exploring issues and values.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

SRE will be delivered within a range of contexts i.e. class teaching, small group work and individual conversations as is appropriate.

	Sex education is taught through the Science Curriculum.
Reception	<ul style="list-style-type: none"> Understanding of the world: Make observations of animals and plants and explain why some things occur, and talk about changes. Identify, scientifically name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults
Key stage 1	
Key stage 2	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Describe the changes as humans develop to old age. They should learn about the changes experienced in puberty Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

	Relationships
Reception	<ul style="list-style-type: none"> Children are taught to show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. Children know about similarities and differences between themselves and others, and among families, communities and traditions. My family and me - Who is in my family? What it means to be part of a family. Friendships – being a good friend and how to make friends. Falling out. How to overcome conflicts. People who help in my school community. People special to me. Recognising my own qualities. Keeping safe and understanding boundaries and personal space.
Key Stage 1	

	<ul style="list-style-type: none"> • Secrets - How does it feel to be asked to keep secrets and who to talk to? • Trust and appreciation – recognising and appreciating others.
Key stage 2	<ul style="list-style-type: none"> • Family - Family roles and responsibilities • Friendship - Negotiation and solving conflict • Keeping Myself Safe – risks and hazards in the home and outside • Being a global citizen • Celebrating difference • Relationships – Celebration, love and loss, healthy relationships, internet safety, • Self-appreciation and self-esteem

6. Roles and responsibilities

6.1 Academy Council

The headteacher has delegated the approval of this policy to the Academy Council.

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

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.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' currently have the right to withdraw their children from the non-statutory components of SRE. However, from September 2020 it will be compulsory in all primary schools within England, at which point this policy will be amended to comply with statutory guidance.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Staff are trained on the delivery of SRE as appropriate to their needs.

The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching SRE.

9. Monitoring arrangements

Pupils' development in SRE is monitored by senior leaders and class teachers as part of our internal systems.

This policy will be reviewed by the headteacher and Academy Council biennially, or more often if statutory requirements change.