



Tameside Primary Schools' Sex and Relationship Education Policy

In partnership with:



Tameside Children and Young People's
HEALTH AND WELLBEING
PROGRAMME

****Government review of national SRE policy is due Dec 2023. Policy to be adapted from this (Sept 2023)**

Adopted Sept 2023
To be reviewed ** Sept 2025

At St Stephen's CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision: *for with God, nothing is impossible* Luke 1 : 37, helps support and guide our whole school community in striving to beat our previous best endeavours. Throughout the year, we re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worship for our whole school community at St Stephen's Church, once a year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thankfulness	Respect	Hope	Forgiveness	Love	Trust

ASPIRE Curriculum - Key Principles:

A whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills,

Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking


Placing nurturing, lifelong learning behaviours – resilience, risk taking, independence, perseverance, and pride in success - at the heart of our curriculum

Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests

Revisiting key knowledge, skills and vocab, so pupils know more and remember more

Encompassing the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted

Luke 1:37 "For with GOD nothing shall be impossible"

#ASPIRE 

The key principles of our ASPIRE vision support our decision-making process at St Stephen's CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.

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1. Statement of intent

At St Stephen's, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

Sex and Relationships Education (SRE) needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation. However SRE absolutely must be inclusive and relevant. The following points are just some of the features of contemporary society which need to be acknowledged:

- Some parents/carers are in same-sex relationships;
- Some children are adopted;
- Some children have special educational needs or disabilities and may have different concerns and questions from their peers;
- There are many different family structures;
- Some children may live with domestic violence;
- Some children may already 'feel different' about their sexuality;
- Children of primary school age are known to have participated in 'sexting';
- The age at which some children reach puberty is as young as 9 (year 4 or 5);
- Religious and cultural differences need to be accommodated;
- Access to pornography and harmful material is easier than ever;
- The illusion of the perfect body still persists in the media and pressurises young boys as well as young girls.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships

2. Legislation

Maintained schools are required to have an up-to-date policy on SRE. For Academies, there is no official requirement; however, if there is a policy, it should be produced with regard to statutory guidance.

2.1. This policy will be compliant with the following guidance:

- Department for Education (DfE) 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- Guidance from the PSHE Association 2013

2.2. Meeting Requirement

Under the Education Act 2002/ Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural mental and physical development of pupils at the school and of society, and
- Prepares pupils at school for the opportunities, responsibilities and experiences of later life.

SRE is set within the wider legislative context – The 2006 Education and Inspections Act laid duty on Governing Bodies to 'promote the wellbeing of pupils at the school'. The duty came in effect in 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreement.

2.3. See also the Common inspection framework: education, skills and Early Years from September 2015.

2.4. See 04/04/17 amendments to the Children and Social Work Bill about Mandatory Relationship Education in Primary Schools by 2019.

2.5. See OFSTED Exploring the school's actions to prevent Homophobic and Transphobic bullying – all age groups September 2013 ref no 120181.

2.6. Related policies:

- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policies (PSHE, Science)
- E-safety Policy

3. Organisation of the programme

3.1. The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations.

3.2. The majority of the programme will be delivered through PSHE education, with statutory aspects taught via the science curriculum. However, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects.

3.3. It is good to have some SRE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

3.4. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

The key areas to address in sex and relationship education are:

- physical development (e.g. learning the correct names for body parts and the changes puberty brings),
- emotions (e.g. how to manage feelings),
- the social side (e.g. positive and negative influences from friends and the media – including social media).

3.5. Elements of the topics for key stage 1 and 2 are statutory in accordance with the Science national curriculum and therefore must be taught (see Appendix 2).

4. Key stage 1

4.1. Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- Biological names for various body parts including penis, vagina, testicles and breasts.
- The different words families may have for these body parts.

4.2. Pupils in Year 2 are taught:

- To match the correct body parts to a male and female and recognise the differences between girls and boys.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- To learn which areas of the body are private and should not be touched, and who they can talk to if they are worried or upset about anything.
- To identify and respect the difference between people.
- About the process of aging and the fact that this cannot be controlled.

5. Key stage 2

5.1. Pupils in Year 3 are taught:

- Humans reproduce and produce offspring.
- Women have babies and that in most animals, it is also the female that has babies.

- About the way a baby grows in its mother's uterus.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult.
- About the importance of hygiene.
- The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.
- About stereotypical ideas regarding parenting and family roles.

5.2. Pupils in Year 4 are taught:

- A baby is made when sperm from a man and a woman's egg joins.
- They were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- Girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

5.3. Pupils in Year 5 are taught: • More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.

- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents). That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. That forcing anyone to marry is a crime; that there is support to protect and prevent people being forced into marriage and to know where to get support for themselves or others.
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- To explore media information and examine what is being presented and why it is important to understand how information in social media can be misrepresented or mislead; the importance of being careful of what they send to others
- That the legal age for sexual consent is 16.

5.4. Pupils in Year 6 are taught:

- Babies are made during sexual intercourse.
- Having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- To know that are some cultural practices which are against British Law and universal human rights such as Female Genital Mutilation (FGM)

- About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as Domestic Violence, Female Genital Mutilation (FGM) constitutes as abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- Children will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented.
- Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of these of with others
- How to manage requests for images of themselves or others and their distribution. What is appropriate to ask for and share; whom to talk to if they feel uncomfortable or are concerned by such a request.
- About what to expect in secondary school and to discuss any worries that they might have about this transition. This reflects the fact that it is precisely during this transition that physical, emotional and social changes occur. With this comes a difficulty in knowing what to teach and where to stop. Children seem to grow up quickly during this period, and will be subject to pressures the likes of which they will probably not have experienced before. Therefore, children should be appropriately prepared for just such a transition, armed with a healthy balance of:
 - knowledge and respect; ○ self-confidence and assertiveness; ○ communication skills;
 - an appreciation of the value of family life (taking into consideration and being sensitive to the possible complex and varied family backgrounds and structures).

5.5. During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

6. Training of staff

6.1. All staff members will undergo training on regular basis to ensure they are up-to-date with the sex and relationship education programme.

6.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

7. Delivery of the programme

7.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. The PSHCE lead (J Statham) will keep the policy, teachers, governors, parents and children updates as to the most recent and accurate Government advice in this area.

7.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

7.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

7.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

7.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

7.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

7.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

7.8. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

7.9. St Stephen's understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

7.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

7.11. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

7.12. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

8. Working with parents

8.1. St Stephen's understands that the teaching of some aspects of the programme may be of concern to parents/carers.

8.2. St Stephen's will ensure that no teachers express their personal views or beliefs when delivering the programme.

8.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

8.4. St Stephen's respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

8.5. A list of the statutory topics included in the Science national curriculum at the different key stages, can be found in the Appendix 2.

9. Equal opportunities

9.1. St Stephen's understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

9.2. The St Stephen's is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

10. Confidentiality

10.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

10.2. Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per St Stephen's Child Protection Policy.

11. Bullying incidents

11.1. St Stephen's has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

11.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

11.3. These incidents will be dealt with following the process in our Anti-bullying Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

12. Monitoring and review

12.1. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator and Governors on a bi-annual basis.

12.2. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.

12.3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

SIGNED
(PSHE COORDINATOR) SIGNED
DATE

(HEADTEACHER) SIGNED
(CHAIR OF GOVERNORS)

Review Date (see 12.1)

Dear Parents / Carers

Dear Parent/carer,

RE: Sex and Relationship Education at St Stephen's Primary School

At St Stephen's, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in our Sex and Relationship Education Policy, which can be accessed on our school website or in hard copy via our office.

However, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of another member of staff.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these. Yours sincerely,

G Lovgreen

Headteacher

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Primary science includes learning about parts of the body, growth, reproduction, life cycles and ageing. Pupils should also learn about the changes experienced in puberty. The programmes of study are set out year by year, but content may be introduced earlier (but not later) if relevant to the pupils' needs.

Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. It is important that pupils are taught the names of the external genitalia, and know the differences between boys and girls. This is vital for safeguarding, so that a child has the language to describe the private parts of their body, and to seek help if they are abused.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"> • That animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans. • That humans and animals can produce offspring, and they grow into adults. • To recognise similarities and differences between themselves and others. • To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none"> • That nutrition, growth and reproduction are common life processes for humans and other animals. • About the main stages of the human life cycle.

Relationships Education Expectations
By the end of primary, pupils will need to know:

Families and people who care for the pupil

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school, and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

Health education expectations
By the end of primary, pupils will need to know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online, and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics, and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support, including which adults to speak to in school if they're worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid; for example, dealing with common injuries, including head injuries

Changing adolescent bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Sex education expectations

***parents are able to 'opt-out' their child . from this area of the curriculum with written consent.**

There's no list of expectations for sex education at primary level, as it isn't compulsory, but if you choose to teach it, the DfE recommends that it should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

