



SRE Policy

October 2024

Policy Type	Statutory School Policy
Author	PSHE Lead - Villiers Primary School
Approved By	Local Governing Board
Approved Date	Autumn 2024
Date of next review	Policy will be reviewed in line with SHINE Academies and the schools' internal review schedule in adherence to DfE guidance on statutory policy review
Description of changes	Version 1

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per the Department for Education (DfE) statutory guidance (2021).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science, which would include the elements of sex education, contained in the Science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Throughout SHINE Academies, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in PSHE lessons.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

Sex education is taught within PSHE lessons and through school nurse visits to Year 6. Parents have been consulted and have the right to withdraw from these lessons. Children are taught how babies are made and how babies are born. This is in line with the PSHE Association Scheme of Learning. These concepts are dealt with sensitively and children have the opportunity to ask questions. Parents will receive a leaflet with information about the curriculum (Appendix 1) and have the opportunity to discuss any concerns with the PSHE lead prior to the lessons being taught.

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Lead/Head Teacher.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. They receive a letter at the beginning of Year 6 asking for consent.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Senior Leadership Team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the RSE Co-ordinator through:

- Planning
- Learning walks
- Book trawls
- Child voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

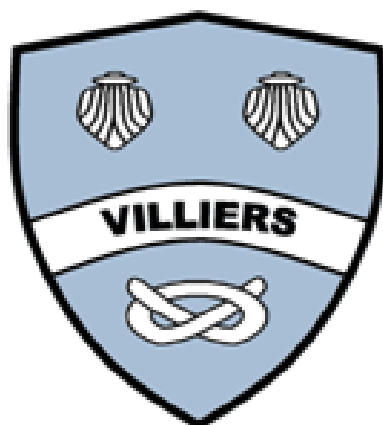
Monitoring and review

This policy will be reviewed on an annual basis by the SRE Co-ordinator. The next scheduled review date for this policy is October 2026.

Any changes to this policy will be communicated to all staff members and, where appropriate, parents.

Appendix 1 – Information leaflet for parents

Villiers Primary School



Relationships & Sex Education

***Information for parents and
carers***

The Big Picture

The governing body have an agreed policy on Sex and Relationships Education (SRE). It is a statutory requirement that every school outlines its approach to SRE in a written policy. A full copy of the policy is available on request.

This booklet summarises the policy and gives additional information about the content of the SRE curriculum.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

- Secretary of State foreword, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, 2020*

Why does Sex and Relationship Education (SRE) matter?

It is crucial that we support our children and young people in feeling good about themselves and their bodies. At the heart of effective SRE teaching is an intrinsic belief that we work to ensure that children develop high self-esteem. By giving children the language to talk about their body, they are also empowered to tell others if they find themselves in a situation where they are made to feel uncomfortable.

The Department for Education states that:

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

The content of Sex and Relationships Education

The government published national guidance outlining the content for sex and relationships education. This is in addition to mandatory content in the National Curriculum (2015). The Science National Curriculum stipulates that children must:

By the end of KS1 (Y2)	By the end of KS2 (Y6)
<ul style="list-style-type: none">• Know that animals, including humans, move, feed, grow, use their senses and reproduce;• Recognise and name the basic parts of the human body;• Know that humans can produce offspring and these grow into adults.	<ul style="list-style-type: none">• Know the life processes of reproduction in some plants and animals• The main changes of human life up to old age• Recognise that living things produce offspring of the same kind.

RSE at Villiers

Rationale

SRE aims to support children's emotional development by educating them about relationships and emotions. It is tailored to the age, physical and emotional maturity of the children.

SRE is not a 'one-off' event but an ongoing process of education which begins in Nursery. From an early age children begin to learn about relationships and are taught how to express their feelings. SRE links with work in other curricular areas. Towards the end of the primary phase, children will learn about puberty and the changes their bodies will be going through.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To educate children about relationships, focusing on friendships, bullying etc. – supporting children's emotional development and improving self-esteem;
- Prepare pupils for puberty, and give them an age-appropriate understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To promote pupils' moral and social development and prepare pupils for the responsibilities of life, supporting them on their journey through childhood and adolescence to adulthood.
- To help children to grow up feeling confident about their emotional and physical health.

SRE is not a 'one off' but part of a whole sequence of teaching. We deliver our Personal, Social and Health Education throughout the school in a variety of ways:

PSHE is delivered in different ways:

- Through explicit units, e.g. keeping healthy, making choices etc
- Through the science curriculum
- Linked to other subjects, e.g. discussing feelings and emotions linked to poetry writing in English

Parental right to withdraw their child

Parents may not withdraw their child from the parts of SRE covered by the Science National Curriculum as these have, by law, to be taught. Parents may, following discussion with the Head Teacher, request withdrawal from the aspects of SRE not covered by the Science curriculum. In making this decision, parents should be mindful of two main issues:

1. How their child will receive this content; and
2. The fact that their child will no doubt hear about the content of lessons from other children and that this may be an inappropriate way for such information to be transmitted.

Any request for withdrawal must be discussed with the Head Teacher and the final request must be given in writing.

What will the SRE teaching include?

By the end of primary school, we want children to:

- Know the basic stages in the human life cycle (Science curriculum)
- Know the correct names for the main external parts of the human body (Year 1 - 6)
- Know and be able to explain the main changes a baby goes through to become a 10 year old child (Science curriculum)
- Know and be able to explain the main changes (physical and emotional) which happen during puberty (Year 4- 6)
- Know that females menstruate when they reach puberty (Year 4 – 6)
- How a baby is made and how to prevent a baby from being made (Year 6)

If you would like more detail on our PSHE curriculum, please see the Medium Term Plans on our website.

Teaching groups

The vast majority of the teaching of the objectives above will be delivered in single sex groups. Depending on the response of the children, we may bring the groups together for some plenary sessions. This may be your child's usual class teacher or the school nurse.

Tips and information for parents

Tips for parents

We appreciate that parents will have different responses to their children learning about SRE at school – all of which are valid. In addition, we know that children respond differently. Some children go home with more questions whilst others never mention a thing, which is fine. We need to allow them to take the information on board at their level, in their time.

If you want any information about how we have approached issues in school – please ask.

Do not panic if your child asks you a question. Before answering, think carefully about what they are asking. Many parents panic slightly and give a much fuller response than the child wanted!

Our approach in school is to answer questions factually.

If you believe that your child asks something inappropriate, it could be that they have just 'heard words' used and are unsure what they mean.

