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## Elements Primary School

# Relationships and Sex Education Policy 2021/2022

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## 1. Aims

The aims of sex and relationship education (SRE) in our academy are:

- To provide the knowledge and information to which all pupils are entitled
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To clarify/reinforce existing knowledge
- To help pupils gain access to information and support
- To provide a framework in which sensitive discussions can take place
- To provide the building blocks of understanding healthy and respectful relationships, in all contexts (including online)
- To encourage pupils to respect and care for their bodies
- To teach children about Mental Health and Wellbeing
- To ensure pupils develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To help pupils develop feelings of self-respect, confidence and empathy
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships
- To help children develop resilience and character to become productive members of society

## 2. Statutory requirements

SRE is a statutory guidance for primary schools. Academies do not have to follow the National Curriculum but must have regard to SRE guidance, and where we depart from guidance, we must explain why this is not followed. Under provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools are able to take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. 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. SRE guidance provides the basis for this document.

We teach SRE as set out in this policy with objectivity, without bias or promotion of any sexual orientation.



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### 3. Policy Development and Guidance

This policy will be developed following consultation with staff, governors and parents. The consultation and policy development process involves the following steps:

1. Review – the Senior Leadership Team pulled together all relevant information including relevant national and local guidance and updated guidance
2. Governor consultation – the Local Governing Body were given the opportunity to look at the policy and make any recommendations (October 2021)
3. Staff consultation – designated school staff were given the opportunity to attend training, review the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy (October 2021)
5. Ratification – once amendments were made, the policy was formally agreed by governors and ratified (November 2021)

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- National Curriculum Programs of Study for Key Stages 1 and 2 (DfE guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)



#### 4. Definition

SRE is about the emotional, social, moral, mental, physical, spiritual and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. SRE involves a combination of sharing information and exploring issues and values. **SRE is not about the promotion of sexual activity or the promotion of a particular sexuality.**

#### 5. Delivery of SRE

SRE is predominantly 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). Sex and Relationship Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach Sex, Relationship and Health education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. Parents are able to view all resources prior to their use.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. Curriculum guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 2.

In order to ensure full access to the content of sex and relationship education for all, teaching and resources will be differentiated as appropriate to ensure the content is age appropriate and also to address the individual needs of all pupils. In accordance with the SEND Code of Practice, our curriculum also considers the need to prepare children for adulthood.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle



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- Understanding both physical and mental health as keys to wellbeing
- Discussion and group work

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. The school will also consider the make-up of their student council to ensure the make-up is proportionate to the make-up of the school population and protected characteristic groups are represented.

## **6. Roles and responsibilities**

### **6.1 The Governing Body**

The Governing Body will approve the SRE policy and hold the Head of School to account for its implementation.

### **6.2 The Senior Leadership Team**

The Executive Principal and Assistant Principal are responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-science 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-science 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 Executive Principal.



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#### 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' have the right to withdraw their children from the non-science components of SRE. Requests for withdrawal should be put in writing and addressed to the Executive Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Principal 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 and it is included in our continuing professional development. The Executive Principal may also invite visitors from outside the school, such as the school nurse, to provide support and training to staff teaching SRE.

#### **9. Parental consultation**

Full details of the schools Sex and Relationship Education are available on request. The school informs parents when aspects of the sex and relationship programme are taught and is happy to provide opportunities for parents to view the videos and resources being used. Any complaints about the content or delivery of SRE should be addressed to the Executive Principal.

#### **10. Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Executive Principal/ Designated Safeguarding Lead in line with the procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

#### **11. Monitoring arrangements**

The delivery of SRE is monitored by the Assistant Principal through established monitoring arrangements



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## **Appendix 1: SRE Curriculum**

The DfE has set out what pupils should know by the end of primary school (September 2020).

### *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 others' 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 two 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



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### **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



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- 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



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### **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



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### **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 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**

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

“Preparing for adulthood” outcomes are set out at section 7.38 of the SEND code of practice: 0 to 25 years.