



Pear Tree Primary School incorporating Pips Before and After School Club



Sex Education and Relationships Policy

Date agreed	March 2022
Date for Review	March 2024
Head Teacher	Boo Edleston
Chair of Governors	Simon Holden
Signed on behalf of the Governors' Board by Name: <i>SIMON HOLDEN</i>	Signature:  Date: <i>4/2/22</i>
Signed by on behalf of the School by: Boo Edleston Head Teacher	Signature:  Date: <i>2/3/22</i>

Mission Statement

At Pear Tree Primary School we believe that the essential aim of Sex and Relationships Education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices in later life, emphasising the benefits of a healthy lifestyle.

We believe that Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

We also believe that Sex and Relationships Education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

Pear Tree Primary School nurtures every child to enable them to achieve beyond expectations and develop into confident individuals with a lifelong love of learning, equipped with the skills they need to thrive in a rapidly changing world.

Our Vision

Pear Tree Primary School nurtures every child to enable them to achieve beyond expectations, develop into confident individuals with a lifelong love of learning and equipped with the skills they need to thrive in a rapidly changing world.

Our Values

Community - achieving the best outcomes for each child through effective partnerships and collaboration between pupils, staff, parents and the wider community.

Honesty – acting with integrity at all times and supporting children to develop a strong moral code to be able to make informed choices, become active citizens and make positive contributions to society.

Resilience - equipping children with the skills and attitudes to become creative and independent thinkers with positive models of enquiry, reflection, challenge and innovation, in order to become learners for life within an ever-changing world.

Individuality - supporting every child to achieve their potential in all areas of learning – social, intellectual, physical, emotional and spiritual, whilst recognising and celebrating individual differences.

Tolerance - promoting attitudes of care, tolerance, trust, collaboration and respect among the children, within the school and within the local and wider, global community.

Success Criteria

Children are emotionally, socially, spiritually and intellectually robust.

A supportive culture of caring, confidence and individuality is evident.

Children consistently achieve or exceed individual expectations.

OUR SCHOOL LEAVERS WILL BE:

- Highly-skilled and imaginative learners, thinking critically and reflectively
- Masters of the basic skills in all areas of learning
- Confident, independent and resilient learners for life
- Caring, respectful individuals with good social skills
- Respectful of cultural and religious diversity and value their local and national community
- Confident and morally strong
- Secure in their own set of personal values and guiding principles.

Aims

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

- › To provide a secure, sensitive and caring framework where learning and discussion can take place.
- › To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- › Encourage the use of correct vocabulary.
- › To foster self-worth and awareness, together with a sense of moral responsibility.
- › To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.
- › To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the schools policy on equal opportunities.

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017.

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 SRE, 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.

At Pear Tree Primary School we teach SRE as set out in this policy.

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. SRE is taught as part of our PSHE curriculum.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. 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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

For more information about our SRE curriculum, see Appendices 1 and 2.

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).

Inclusion

At Pear Tree, we teach SRE to all children, whatever their ability and individual needs. SRE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our SRE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL). We enable all pupils to have access to the full range of activities involved in SRE.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services in Cheshire East (or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of 'it could happen here' where safeguarding is concerned.

As part of our SRE curriculum we aim to not only raise children's awareness of positive relationships within the community, family, school and with their peers, but by doing so alert children to relationships that may be harmful. SRE is taught as part of PSHE and KIVA (in key stage 2).

Peer on Peer abuse definition:

'Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.'

NSPCC helpline 0800 136 663 (see the safeguarding section of the website for more details and support).

Roles and Responsibilities

The Governors' Board

The Governors' Board will approve the SRE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is 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 8).

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 head teacher.

All teaching staff are responsible for teaching SRE. Mrs Debbie Swallow is the lead for SRE and PSHE in school.

Pupils

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

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-science] components of sex education within SRE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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

Training

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

Monitoring arrangements

The delivery of SRE is monitored by Debbie Swallow through:

- Monitoring of long term planning
- Providing high quality materials for teachers to plan from and adapt.
- Members of the Senior Leadership team will monitor through learning walks.

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

This policy will be reviewed by Beth Addis bi-annually. At every review, the policy will be approved by the governing board and the head teacher.

Appendix 1: Curriculum map

Sex Education and Relationships curriculum map

		Autumn: Relationships					Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe			
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online			
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings; asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies			
Year 3	What makes a family; Features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places			
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidence; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life			
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies; first aid and FGM			
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media			

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • 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 represents 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
<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are 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	<ul style="list-style-type: none"> • 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 is 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 are 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

Appendix 3: Parent form: withdrawal from sex education within SRE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Sex Education and Relationships			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	