



**North Wootton Academy  
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<b>Name of policy:</b>	<b>Sex and Relationships Education Statement</b>
<b>Lead member of staff with responsibility for this policy:</b>	Michele Timson
<b>Date of governors meeting when policy agreed:</b>	7 <sup>th</sup> March 2020
<b>Type of governors meeting:</b>	Academy Council
<b>Date of implementation:</b>	May 2020
<b>Details of dissemination:</b>	The policy is available for all staff, visitors, pupils and parents.
<b>Frequency for review:</b>	Annually

## **North Wootton Academy Sex and Relationships Education Statement Curriculum**

What is SRE? (Sex and Relationship Education)

Sex and Relationships Education aims to give children and young people:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe including online
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality Effective SRE is embedded in the school curriculum (particularly PSHE) and ethos

### **Sex and Relationship Education Guidance**

This policy acknowledges the guidance given in the DfEE 0116/2000 Sex and Relationship Education. The PHSE Association's recommended objective supplemented this 'dated' guidance and forms the basis of the current approach. This will be reviewed within this academic year to ensure that the overall approach is in-line with Relationships education, relationships and sex education (RSE) and health education (2019), guidance that will become mandatory from September 2020.

### **Aims and Objectives of the SRE Policy**

Role and nature of sex and relationships education.

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

For the pupils that pass through our school we felt the following aims for SRE were particularly important:

- Pupils with better relationship skills
- Pupils prepared for the changes of puberty and that have a good knowledge of their own bodies.
- Pupils with an understanding of prejudice and its negative effects
- Pupils that are capable of seeking help and advice when they need to

- Pupils able to express how they feel
- Pupils that are aware of and have challenged the messages they receive from the media
- Pupils that are aware of the right they have over their own body
- Pupils able to make positive informed choices (that reduce risk)

### **Learning Progression**

Within this academic year, the school will continue to use the PHSE Association recommended learning outcomes for the teaching of this subject.

These are shared each spring with the local academy council for approval and with the parent body in order for them to make an informed choice about the suitability of this curriculum for their children.

These outcomes will change from September 2020 when new legislation will alter the way in which this subject area is taught.

### **Learning Outcomes Age 3-6**

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. Questions to help you understand what children want to learn about are listed in themes below.

#### **Relationships**

- Who is my family?
- *How are other families similar or different to mine?*
- What can other people do to make me feel good?
- *Who do I look after?*
- *Why shouldn't I tease other people?*
- Likes and dislikes?

#### **My Body**

- Why are boys and girls bodies different?
- What can we call the different parts of boys and girls bodies?

#### **Lifecycles**

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

#### **Keeping safe & looking after myself**

- Which parts of my body are private?
- *When is it ok to let someone touch me?*

- *How can I say 'no' if I don't want someone to touch me?*
- *Who should I tell if someone wants to touch my private parts?*

### **People who can help me?**

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

### **Age 7-8**

At this age children will begin to learn about how their body will change through adolescence and the biological elements of the fertilization process. What areas of the body are private and should not be touched and who they can talk to if they are worried is a continuing theme. Questions to help you understand what children want to learn about are listed in themes below

### **My body**

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys?
- How do girls and boys grow differently?
- Why are we all different?
- Is it ok to be different?
- What are the similarities and differences between girls and boys?
- Should girls and boys behave differently?
- Are there different relationships?
- Different families?

### **Feelings**

- What makes me feel good?
- What makes me feel bad?
- How do I know what other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with stronger feelings?

### **Lifecycles**

- Why does having a baby need a male and a female?
- What are eggs and sperm?

- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

### **Keeping Safe and looking after myself**

- Which parts of my body are private?
- When is it ok to let someone touch me?
- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong, makes me feel uncomfortable?
- When is it good or bad to keep secrets?

### **People who help me**

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

### **9-10**

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

### **Relationships:**

- What are the important relationships in my life now? \*
- What is love?
- How do we show love to one another?
- Can people of the same sex love each other? – is that ok? \*
- What are the different kinds of families and partnerships?
- What do the words 'lesbian' and 'gay' mean? \*
- Why does calling someone 'gay' count as bullying? \*
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

### **My body**

- What is puberty? \*
- Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? \*
- Why are some girls 'tomboys' and some boys a bit 'girly'? \*
- Is my body normal? What is 'normal'? \*
- How will my body change as I get older? \*

### **Feelings and attitudes**

- What kinds of feelings come with puberty? \*
- What are sexual feelings?
- What are wet dreams? \*
- What is masturbation? Is it normal? \*
- How can I cope with these different feelings and mood swings? \*
- How can I say 'no' to someone without hurting their feelings? \*
- What should I do if my family and friends don't see things the way I do?
- What do families from another cultures and religions think about growing up?
- Can I believe everything that I see on TV about perfect bodies/ relationships/girls/boys ....to true?

### **Lifecycles / human reproduction**

- What is sex? \*
- What is sexual intercourse? \*
- How many sperm does a man produce? \*
- How many eggs does a woman have? \*
- How do sperm reach the egg to make a baby? \*
- Does conception always occur or can it be prevented?
- How do families with the same-sex parents have babies? \*
- How does the baby develop? \*
- How is the baby born? \*
- What does a new baby need to keep it happy and healthy?

### **Keeping safe & looking after myself**

- How can I look after my body now I am going through puberty? \*
- How can girls manage periods? Menstruation? \*
- What is sexting? \*
- How can I deal with peer pressure? \*
- What is grooming?

### **People who can help me /getting help & advice**

- Who can I talk to if I want help or advice?
- Where can I find information about puberty and sex?

- How can I find reliable information about these things safely on the internet?

### **Equal Opportunities Statement**

Our SRE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

Our SRE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given extra SRE support by SEN staff and pupils with English as their second language receive help from the bi-lingual assistant.

### **How the content has been decided.**

The content was decided in consultation with parents, governors, staff and pupils. However, ultimately, the staff agreed on the content and timing of the final programme and it was reached by consensus. Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme.

This is reviewed annually as 'Knowledge Harvest' are used at the start of each KS2 teaching period to help staff understand the level of knowledge that exists within the cohort. The school shares this annually within a Parent Awareness Session.

During the spring term, the school will hold a large scale consultation with all stakeholders to ensure that changes within the curriculum are understood and accepted by all.

### **The teaching methods.**

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult in line with the Safeguarding Policy. Special question sheets are used through KS2 to try and capture any sensitive information and ensure that all pupils are heard.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and SRE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

### **Mixed and single gender groups.**

Most of SRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

### **How the resources were selected**

The PSHE co-ordinator reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience. Other teachers are also consulted before lessons are delivered.

The main presentational resource used is 'Growing up with Yasmin and Tom', an interactive tool designed by the Family Planning Clinic.

### **Confidentiality**

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

### **Informing parents/carers and parents right to withdraw their child**

Before each year group embarks upon its explicit SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's SRE Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's SRE.

### **Procedures for pupils who are withdrawn from sessions**

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while their class' SRE is being delivered.

### **Safeguarding Procedures**

If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns inline with normal Safeguarding procedures.

As part of SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

### **Pupils' Access to Help and Support**

In SRE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to find an adult to tell until someone does something to help with the situation.

The KS2 classes use special question sheets where children can request to speak to a specific adult in confidence.

Girls who start their periods at school are supported by the office staff under the direction of the PSHE co-ordinator. The office staff will provide sanitary protection and be sensitive to the amount of support the individual seems to require.

### **Dealing with sexually explicit questions**

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions during SRE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will be provided while the SRE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any SRE lesson, only questions that relate directly to the SRE lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the SRE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to SRE issues at any other time, if the question is related the SRE covered in the child's year group, the child will be told that they will learn the answer in SRE. If not, it will be suggested that the child asks his or her parents/carers

### **Dissemination of the policy**

Staff at the school have actively been involved in reaching consensus on the content of the SRE policy and are aware of its content through discussion of the final draft. Parents have been invited to view the policy, via a letter, and a copy is always available for parents in the school office. Parents/carers will be kept informed of any developments or opportunities in SRE. Governors have responsibility to the SRE policy production and have been involved in the

reviewing process throughout, with updates and discussions happening during governors' meetings.

### **Arrangements for Monitoring and Evaluation**

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme which will be investigated every two or three years.

UPDATED March 2020 REVIEW ANNUALLY