

Holbrook Primary School

SRE POLICY 2020

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary age statutory subjects from September 2020.

At Holbrook Primary, we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE, this programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to curriculum areas occur in the future, Jigsaw will provide schools with materials to ensure all statutory duties are fulfilled.

Our school community believes that the essential aim of sex and relationship education is to provide young people with the knowledge and skills to enable them to make informed, responsible and healthy decisions about their lives both now and in the future. This includes strategies to help children avoid exploitation (incorporating CSE and FGM) and avoid exploiting others themselves. The SRE contributes to the social and emotional aspects of learning taught through the PSHE curriculum and the physical development of pupils at school and helps children move confidently from childhood through adolescence and into adulthood.

In line with our whole school ethos at Holbrook Primary School, we believe that all children from all faiths and cultures have an entitlement to sex and relationships education. Within our multi-faith and multi-cultural school and community, we must be sensitive to the range of values and beliefs represented. It is our responsibility to educate children about sex and relationships and to help children to respect what others think whilst understanding their own faiths and values.

TEACHING

During the spring term SRE is taught within the PSHE curriculum. Parents are informed via the curriculum letter SRE is taking place in PSHE. (For withdrawal guidance see appendix 3)

In addition SRE is taught within the following areas:

Protective Behaviours

Protective Behaviours is taught in the Autumn term, in addition to PSHE and should be referred back to throughout the year if needed.

Science curriculum

As part of the science curriculum, using the Living and Growing Resources to support, but this does not need to be included on the curriculum letter and parents cannot withdraw their children.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Spring 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change
Summer 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Summer 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)

See appendix 1 for Year group over view

See appendix 2 for LGBT content

Appendix 1

SRE Curriculum Map			
	Jigsaw PSHE scheme: Changing Me (Spring 2)	Protective behaviours (Autumn 1)	Science National Curriculum
EYFS	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up - how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.	N/A	N/A
Year 1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.	Touches we do/ don't like. Names for body parts.	Body parts (but not specifically linked)
Year 2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence;	Who our bodies belong to	Animals including humans: introduced to the processes of reproduction and growth in animals. The focus should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include

	<p>differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.</p>		reference to baby, toddler, child etc.
Year 3	<p>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>	<p>Touches we do/ don't like. Names for body parts. Who our bodies belong to.</p>	N/A
Year 4	<p>Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.</p>	<p>Scenarios when it is not ok for adults to keep secrets: sexual abuse: (child sexual; exp.)</p>	N/A

<p>Year 5</p>	<p>Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.</p>	<p>Scenarios when it is not ok for adults to keep secrets: sexual abuse: (child sexual; exp.)</p>	<p>Hamilton Science Curriculum Suggests Using Living and Growing as part of Science</p> <p>All Living Things and Their Habitats: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Compare how different animals reproduce and grow.</p> <p>Animals, including humans: Pupils should learn about the changes experienced during puberty. Chn could research gestation periods and compare them with humans.</p>
<p>Year 6</p>	<p>Children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical</p>	<p>Scenarios when it is not ok for adults to keep secrets: sexual abuse: (child sexual; exp.)</p>	<p>N/A</p>

	attraction; respect and consent; boyfriends/girlfriends; sexting.		
--	--	--	--

Appendix 2

Jigsaw LGBT Content

The grid below shows specific LGBT content for each year group:

These values are present in each puzzle piece. During weekly lessons children celebrate and respect everyone's differences.

Age

4-5	Similarities and differences between different family types with a focus on the story 'The Huey's in the New Jumper.'
5-6	Discussing similarities and differences between themselves and their friends in class. Understanding that these differences make us all unique.
6-7	Discussing stereotypes about boys and girls. Exploring how boys and girls can be similar.
7-8	Exploring similarities and differences between families and the positives of both. Using 'The Family Book' to celebrate the love we feel for our families and the varieties that they come in. Using 'And Tango Makes Three' to discuss a story about 2 male penguins that raise a chick. Discussing homophobic language and bullying.
8-9	Judging others based on appearance, disability and understanding that others can influence our decisions. Understanding that we are all unique and this is to be celebrated.
9-10	Examining different cultures, name calling, different types of bullying and celebrations across the world. Building on the values learnt throughout each year group.
10-11	Examining the question 'What is normal?' Understanding differences that may cause conflict. Discussing first transgender person in the UK.

Appendix 3

Withdrawal

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**