

# Sex & Relationships Education (SRE) Policy



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.

## **Definition of SRE**

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make

# Sex & Relationships Education (SRE) Policy

responsible and informed decisions about their health and well-being. It is important to note that the SRE at our school sits within the school's values framework and that we consider it vital to do this work in partnership with parents and carers. We are mindful that parents/carers do have the legal right to withdraw their children from the SRE that is part of the PSHE (Jigsaw) Programme, whilst we hope they do not feel the need to do so. For withdrawal, see appendix 4.

## TEACHING

### Jigsaw PSHE

During the spring term SRE is taught within the PSHE curriculum (Relationships & Changing Me). Parents are informed via the SRE leaflets that the teaching is taking place in PSHE. Due to constant timetable changes, we cannot inform parents of exact times and days that these lessons will occur. Parents will receive 2 leaflets in the Autumn term: Relationships and Changing Me detailing the lesson content. Parents can opt out of **some** aspects of these lessons. (For withdrawal guidance see **appendix 4**).

### Protective Behaviours

This is a preventative programme which builds confidence and resilience by exploring our right to feel safe. It teaches an ability to recognise when we are not feeling safe, and provide skills and tools to enable individuals to take action and get help when they need it. It helps children to recognise any situation where they feel worried or unsafe.

Protective Behaviours is taught in the Spring/Summer term, in addition to PSHE and should be referred back to throughout the year if needed. We use the NSPCC PANTS and the taking care project teaching resources to teach this. Parents will be informed about this teaching via the previously mentioned leaflets. Parents **CANNOT** opt their children out of these lessons.

### The Taking Care Project

We use 'The Taking Care' scheme to resource these lessons. It is a series of four lessons (per year group) founded on the principles of Protective Behaviours which aims to provide children with strategies: to help keep them feeling safe; to understand their feelings; and how to respond to them and to develop a sense of self-empowerment.

### NSPCC Speak Out, Stay Safe & PANTS

Speak out Stay safe is a safeguarding programme for children aged 5- to 11-years-old. It is used in a variety of primary schools in the UK and Channel Islands. We use it to reinforce the protective behaviours learning and support our school's safeguarding duties. The programme helps reinforce key messages about abuse and neglect. It involves an assembly and a follow on lesson to help reinforce and embed key messages. This programme will be repeated every 2 years in school.

It helps children understand:

- abuse in all its forms and how to recognise the signs of abuse
- that abuse is never a child's fault and they have the right to be safe
- where to get help and the sources of help available to them, including [Childline service](#).

# Sex & Relationships Education (SRE) Policy

## SEN

There is an adapted six week Speak out Stay safe programme for children with special educational needs and disabilities (SEND) and additional needs (ASN/ALN).

For more information & parent resources, please visit:

[Speak out Stay safe programme | NSPCC Learning](#)

[Talk PANTS & Join Pantosaurus – The Underwear Rule | NSPCC](#)

## Science curriculum

As part of the science curriculum, using a range of resources to support. You will be informed about this learning in your child's curriculum leaflet at the beginning of each term. Parents **CANNOT** opt their children out of these lessons.

| 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) |

## *Equality and Diversity*

There is no dedicated equality section of our PSHE but the theme of equality is included throughout the scheme. Our aim is to ensure **ALL** children feel included. To see specific LGBT content for each year group, see **appendix 3**.

In terms of content, the Puzzle 'Celebrating Difference' is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about

# Sex & Relationships Education (SRE) Policy

diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference.'

The 'Relationships' Puzzle also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet pupils' needs and can help them understand the wider world.

Children will be taught to:

- Accept that everyone is different
- Bullying and what to do with unfriendly behaviour
- Identify similarities and differences between families
- Reveal the ways we are similar and different from our friends and understand that this is what makes us unique and special

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL or PSHE lead if they are concerned. Our school believes that SRE should meet the needs of all pupils, answer appropriate questions and offer support

*See appendix 1 for SRE year group overview*

*See appendix 2 for Protective Behaviours year group overview*

*See appendix 3 for Equality content*

# Sex & Relationships Education (SRE) Policy

## Appendix 1 SRE overview

| SRE Curriculum Map |   |  |   |
|--------------------|---|--|---|
|                    | Jigsaw PSHE scheme: Changing Me<br>(Spring 2)   | Protective behaviours<br>(Spring/Summer)   | 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 ( <b>correct terminology: penis, vagina, testicles, vulva</b> ); respecting my body and understand which parts are private.   | -Feelings<br>-Unsafe Feelings & Body Awareness<br>-Body Privacy & Secrets Telling & Networks   | <i>Animals including humans:</i><br>Identify, name, draw, and label the basic parts of the human body   |
| 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; <b>differences in female and male bodies (correct terminology)</b> ; assertiveness; appreciate that some parts of my body are private. | -Feelings, Rights & Responsibilities<br>-Unsafe Feelings & Problem Solving<br>-Body Awareness & Personal Space<br>-Networks & Using Them | 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 reference to baby, toddler, child etc. |
| Year 3             | 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  | -Feelings, Rights & Responsibilities<br>-Unsafe Feelings<br>-Body Awareness & Telling<br>-Networks & Using Them                          | N/A   |

# Sex & Relationships Education (SRE) Policy

|        |   |  |     |
|--------|---|--|-----|
|        | 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; <b>how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty</b> ; family stereotypes.   |  |     |
| Year 4 | 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; <b>having a baby (simple explanation of conception); girls and puberty; boys and puberty</b> ; confidence in change; accepting change. | -Rights & Responsibilities, Feelings<br>-Safe & Unsafe Feelings<br>-Secrets<br>-Telling & Networks | N/A |

# Sex & Relationships Education (SRE) Policy

|        |   |   |   |
|--------|---|---|---|
| Year 5 | <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;</p> <p>SMARRT internet safety rules; Self and body image; influence of online and media on body image; <b>puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.</b></p>   | <p>-Rights &amp; Responsibilities, Feelings</p> <p>-Safe Feelings, Fun to Feel Scared &amp; EWS</p> <p>-Secrets &amp; Networks</p> <p>-Using Networks</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> |
| Year 6 | <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; <b>puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.</b></p> | <p>-Rights &amp; Responsibilities, Feelings</p> <p>-Safe feelings, Fun to Feel Scared &amp; EW</p> <p>-Secrets &amp; Networks</p> <p>-Using Networks</p>  | N/A   |

# Sex & Relationships Education (SRE) Policy

## Appendix 2

### Protective Behaviours Overview

|        |  |  |   |   |
|--------|--|--|---|---|
| Year 1 | <b>Feelings</b>  | <b>Unsafe Feelings &amp; Body Awareness</b>  | <b>Body Privacy &amp; Secrets</b>   | <b>Telling &amp; Networks</b>                                   |
|        | Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters | Our bodies warn us if we feel unsafe – we call these feelings EWS.                             | Naming Private body parts: Penis, Vulva & Anus Mouths are private too Safe & unsafe secrets | Children will construct their own support network hands         |
| Year 2 | <b>Feelings, Rights &amp; Responsibilities</b>   | <b>Unsafe Feelings &amp; Problem Solving</b>   | <b>Body Awareness &amp; Personal Space</b>  | <b>Networks &amp; Using Them</b>                                |
|        | What are Rights & Responsibilities?  | Recognising EWS Is my fun, fun for everyone?   | : My body belongs to me No one has the right to touch me in a way I don't like              | Children will construct their own support network hands         |
| Year 3 | <b>Feelings, Rights &amp; Responsibilities</b>   | <b>Unsafe Feelings</b>   | <b>Body Awareness &amp; Telling</b>   | <b>Networks &amp; Using Them</b>                                |
|        | A feeling is a feeling, not good or bad, right or wrong. What are rights & responsibilities?   | Identifying children's EWS, strategies as to what to do when experiencing EWS.                 | My rules for safety & my body. My body belongs to me.                                       | Children will construct their own support networks hands.       |
| Year 4 | <b>Rights &amp; Responsibilities, Feelings</b>   | <b>Safe &amp; Unsafe Feelings</b>  | <b>Secrets</b>  | <b>Telling &amp; Networks</b>                                   |
|        | Exploring children's rights & responsibilities that come with them.                            | Exploring situations when it feels fun to feel scared. Recognising EWS.                        | Safe & Unsafe secrets   | Children will construct their own support network hands         |
| Year 5 | <b>Rights &amp; Responsibilities, Feelings</b>   | <b>Safe Feelings, Fun to Feel Scared &amp; EWS</b>   | <b>Secrets &amp; Networks</b>   | <b>Using Networks</b>   |
|        | Exploring the Rights of the Child.   | Exploring & creating safe places. Situations when it feels fun to feel scared. Recognising EWS | Safe & unsafe secrets. Creating support Network hands.                                      | Network review – who makes a good network person? Keep telling. |
| Year 6 | <b>Rights &amp; Responsibilities, Feelings</b>   | <b>Safe feelings, Fun to Feel Scared &amp; EWS</b>   | <b>Secrets &amp; Networks</b>   | <b>Using Networks</b>   |



# Sex & Relationships Education (SRE) Policy

|  |  |   |  |  |
|--|--|---|--|--|
|  | Exploring the Rights of the Child. Emotions. | Is my fun, fun for everyone? Recognising EWS. | Safe & unsafe secrets. Exploring Theme 2 and creating support Network hands. | Network review – who makes a good network person? Keep telling |
|--|--|---|--|--|

## Appendix 3

### Jigsaw Equality Content

The grid below shows specific equality 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 4

### 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

# Sex & Relationships Education (SRE) Policy

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)** as this is a **statutory requirement**. We conclude that **sex education refers to Human Reproduction**, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. These are lessons are listed below. For more detailed information, please refer to your year group specific leaflet.

Please note in order to withdraw parents must either attend the SRE meeting or attend a 1:1 meeting with the headteacher and PSHE lead.

| Opt out lessons |              |
|-----------------|--------------|
| Nursery         | None         |
| Reception       | None         |
| Year 1          | None         |
| Year 2          | None         |
| Year 3          | None         |
| Year 4          | None         |
| Year 5          | Lesson 4     |
| Year 6          | Lesson 3 & 4 |

For more information, the following documents are available on request:

- A Guide for Parents and Carers on SRE
- LGBTQ Parent Leaflet
- How does Jigsaw approach gender identity?

*Last updated: September 2023*