



Fishbourne Church of England Primary School

SRE Policy

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At Fishbourne Church of England Primary School we start with the WHY – our core belief drives all decision making. We think deeply about the HOW, using our core belief to guide decisions on a day to day basis. Finally we decide WHAT action brings our belief to life.

Our core belief is that:

***'There is only one you in this great big world...
...make it a better place'***

This core belief is at the heart of why and how we create our policy and the policy in action.

God you made me; you created me. Psalm 119

Our Vision

SRE (Sex and Relationships Education) is a strand of our PSHE Curriculum which supports our children to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. It is personalised to reflect the unique needs of our community. Our curriculum enables children to tackle barriers to their learning, raise aspirations, and improves the life chances of our most vulnerable and disadvantaged children. Our curriculum helps keep children safe, mentally and physically healthy and prepared for life and work.

All children leave our school knowing that there is 'Only One You' and they are determined to make the world a better place

Why

Relationship and sex education is a statutory part of our PSHCE curriculum and we are passionate about teaching it well. High quality SRE helps create a safe school community in which our children can grow, learn, and develop positive, healthy behaviour for life. Children and young people have a right to good quality PSHCE education, as set out in the United Nations Convention on the Rights of the Child.

We believe that children need to know what will happen to their bodies as they grow, **before it happens**. This enables children to have the time to ask questions and to be better prepared and not scared by the natural development of the human body.

This policy is best read alongside our PSHCE Curriculum map which is included in the appendices of this policy.

How

At Fishbourne CE Primary School, SRE is taught through our personalised PSHE curriculum. This was built in conjunction with The PSHCE association and the most up to date guidance in the best quality provision. We use additional materials, matched to our children's needs, to bring learning to life.

All children receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex. Girls and boys equally, have safe spaces to ask questions when they need too. Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Teachers receive guidance from the PSHCE leader, to ensure they are able to deliver sex and relationships lessons effectively. Parents are informed of what will be covered before teaching takes place, in just the same way as other curriculum areas.

Same sex relationships are discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect different relationships, including same sex relationships. Homophobic bullying is discussed at a level appropriate the age of the children.

The portrayal of sex in the media is discussed at length in Y5 and Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.

What

SRE is taught through both our 'Relationships' education and our 'Healthy Body, Healthy Mind' curriculum. It is not a bolt on. It is weaved into our curriculum in a way that ensures it is built on the knowledge, skills and attitudes our children need in order to access it well. Below is the content of our curriculum, specific to SRE only.

Year 1: Our children are taught the differences between male and female bodies, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches. It is vital that from this age children should be able to identify safe situations and those which may be risky. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

Year 2 and Year 3: Our children develop the understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition to who to tell, if someone encourages them to watch inappropriate content.

Year 3: Our children recap the difference physically between male and female bodies using the language they were taught in KS1. Children learn to respond to, or challenge, negative behaviours such as stereotyping about gender. Children identify how people change and grow and what makes us special.

Year 4: Our children are taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. Some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age in preparation for this change occurring. All children need to understand what to expect in the coming

years as they begin to sweat, grow hair, experience emotional changes and how to manage these changes.

Year 5: By Year 5, it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies develop and are born.

Year 6: During the final year of primary school our focus is on developing our children's strength and resilience as they approach the next steps in their schooling. We ensure they can identify positive ways to face new challenges and they can recognise some strong emotions and identify ways of managing these emotions positively. They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people.

Questions/Worries posed by children

We want the children to be able to ask questions or share any worries that they have in a manner in which they feel comfortable and safe. The introduction of worry boxes in classrooms has been highly effective in allowing children to have a voice without feeling they need to say something out loud. We also have a page dedicated to worry and anxiety on the school website, along with a collection of books available for the children to access in the school library.

Ground rules are discussed with children prior to learning. Respect, Openness, Confidential and Kind or ROCK for short, remind children of our expectations. These ensure we create a safe environment for children and staff when learning about Sex and Relationships. Staff know that it is vital to normalise the themes being discussed and be sensitive to discussions. Staff don't need to answer everything immediately.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will

seek guidance from the PSHE leader. When answering questions, we shall ensure that sharing personal information by adults, children or their families is discouraged.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion. Staff will answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.