



CHARD SCHOOL

Sex and Relationship Education Policy

Date of last review:	September 2023
Date of next review:	September 2025

At Chard School, sex and relationship education is firmly rooted within the framework for Personal, Social and Health Education (see separate policy) and the Science curriculum. We firmly believe that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives, and the objective of such education is to help and support young people through their physical, social and moral development and to safeguard our students.

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and/ or committed relationships for family life, stable and loving relationships, love and care. It is also about the teaching of sex, sexuality and sexual health. It has three main elements:

Attitudes and values

- learning the importance of values and individual conscience;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care;
- exploring, considering moral dilemmas; and developing critical thinking as part of decision making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively; developing self-respect for others
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages*
- understanding human sexuality, reproduction, emotions and relationships

A large part of SRE is taught through the PHSE curriculum, but a significant part is to be found in the National Curriculum Science framework and will be delivered in

Science lessons by form tutors in Pre-prep and by the Head of Science in the Prep School classes:-

Key Stage 1

Animals including humans:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals including humans:

- describe the changes as humans develop to old age.

Evolution and inheritance:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

How is SRE provided at Chard School?

Sex and Relationships education is taught through the Personal, Social and Health scheme of work, as well as the Citizenship framework. Chard School has a separate policy which covers PHSE and citizenship. All year group tutors are responsible for delivering the scheme of work for SRE. The Science subject leader and head teacher will be available to provide support where needed or to consider the use of external agencies if appropriate. SRE is also taught discretely in the Summer term by the Science leader.

All materials used are in accordance with the PHSE framework and UK legal requirements. Parents may have copies of the scheme of work upon request from the School Office. The majority of SRE work is taught through the Rainbow Seal Changes Unit in the Summer term.

How do we monitor SRE education?

The School's Senior Management Team, monitor lessons which cover SRE.

Parents and the SRE policy

Parents are the key people in teaching their children about sex, relationships and growing up. The SRE education programme, as well as the whole PHSE scheme of work, is designed to complement and support their role as parents. Parents can see the scheme of work and policy at any time, by asking for a copy. Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (see curriculum appendix at end of document).

Our SRE policy is reviewed at least every 2 years.

SRE Overview

Year One – Difference – Lifecycles of animals, names of body parts;

Year Two – Body Parts, types of touch – (acceptable, unacceptable, like, dislike) e.g. cuddles, tickles. When to keep/tell a secret (e.g. a DVD/computer game at friend's house that frightened them);

Year Three – Animals giving birth (knowing it is the female), needs of babies, keeping safe, stereotyping;

Year Four – Changes during puberty – specifically keeping clean and periods for females in Yr 4. Ways to keep safe. Stereotyping.

Year Five – Changes in puberty for males and females (taught as a class but with the option of single sex sessions if needed, managing periods, boy talk. Staying safe. Stereotyping.

Year Six – Puberty (pupils look at puberty for males and females) Keeping safe. Explaining how babies can be made during sexual reproduction and also via methods such as IVF, development of the foetus. Whole class teaching with the option of separate sessions for males/ females if needed.

(Adapted from National Curriculum 2020)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults

By the end of their time at Chard School, pupils should know:

Families:

- 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.
- 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.

Friendships:

- 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.

Relationships:

- 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.
- that Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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:

- 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.

Keeping Safe:

- 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.

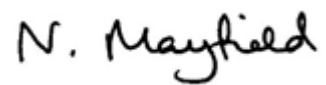
APPENDIX

This is the outline of topics in the Discovery Education Health and Relationships unit
We will also use resources from NSPCC 'Pants' and 'Speak out Stay Safe' to support our work in tutor time as appropriate.

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

- * The Year 6 families and committed relationships will be covered in science SRE** Coping with Change will mostly be covered during science lessons. The preceding topics will mostly be covered in tutor time as part of the PSHE lessons.
- The Science subject leader will keep an overview of coverage of the SRE aspects of the programme. Form tutors to pass coverage/notes onto subsequent form tutors with the school safeguarding policy being referred to should there be any cause for concern.

Policy approved by:

A handwritten signature in black ink, appearing to read 'N. Mayfield'. The signature is written in a cursive, flowing style.

on behalf of Governing Body

Date: 21.9.2023