

# Rosh Pinah Primary School



## Sex and Relationship Education Policy

### What is Sex and Relationships Education (SRE)?

*'SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.'*

Department for Education, SRE Guidance, 2000.

### Principles underpinning the policy

- i) All schools have a statutory responsibility to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under the Education Act 2002 such a curriculum must:
  - promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - prepare pupils for the opportunities, responsibilities and experiences of later life.
- ii) Under the Children Act 2004 maintained schools also have a statutory duty to promote children and young people's well-being. We consider SRE to be an important part of our role in safeguarding children at our school.
- iii) The National Science curriculum requires that, by the end of year 6, pupils should be able to describe the life process of some plants and animals and describe the changes as humans develop to old age.
- iv) The Torah promotes sexual reproduction as a sacred and loving act between husband and wife.

### The process of developing the policy

This policy and programme content was developed by a working group consisting of the Head Teacher, Deputy Head Teacher Rabbi Spector, the PSHE (Personal, Social and Health Education) Coordinators and specialist consultants from CWP Resources and Lilac Sky Schools.

### **We aim for our pupils to:**

- be aware of personal, psychological, emotional and physical changes in themselves and others;
- understand, at a basic level, the process of human reproduction;
- be aware of the influence of the media and internet within society and to develop as independent decision-makers;
- feel reassured about their body image, behaviour, feelings and relationships;
- appreciate the Jewish values of family life;
- develop self-esteem and a sense of responsibility for self-care; and
- consider others positively and so forge non-exploitative, caring relationships.

### **Our approach is to:**

- emphasise the value of Jewish family life in all year groups by highlighting the religious ceremonies that accompany each stage (e.g. birth, /Bat mitzvah, marriage);
- utilise Jewish Studies and PSHE lessons in all year groups to promote the values of respect, responsibility, honesty and loyalty in relationships; and
- promote an atmosphere where pupils can articulate their thoughts and questions and so develop the skills needed for making responsible decisions regarding their lifestyle and keeping themselves safe.

### **The knowledge, skills and understanding pupils will develop:**

- learning about the values of family life and stable relationships;
- learning the value of respect, love and care;
- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on understanding of differences and with the absence of prejudice;
- providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making;
- learning how to manage conflict;
- learning about healthier, safer lifestyles;
- learning about their physical development; and
- understanding emotions, relationships and reproduction.

### **How we provide SRE**

Pupils need to be given accurate information and helped to develop skills to enable them to understand differences, respect themselves and others and combat prejudice. We teach about sex and relationships through different aspects of the curriculum. While we deliver the main SRE topics through our PSHE curriculum, we also do some SRE through the statutory science curriculum and other subject areas, such as PE and Jewish Studies.

As with all subjects, we use a whole school approach so that learning begins in the first years of school and gradually develops pupils' knowledge, skills and values throughout their career. In SRE it is particularly important that the subject matter is age-appropriate and addresses the needs of all pupils at each stage of their development.

A structured programme for-year 5 and year 6 pupils is led by Streetwise. This planned, progressive programme of SRE begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

The taught sessions focus on puberty and reproduction enabling the pupils to:

- explore the theme of change at puberty with focus on the life cycle including reproduction, physical maturation and emotional changes during adolescence;
- introduce the Jewish themes of *"Na'aseh Adam B'Tzalmeinu Kidmuteinu"* ('Let us make man in our image') and the three pillars of relationships;
- understand about menstruation and how to manage it; and
- explore emotional changes in more detail focusing on managing mood swings, expressing feelings and building self-esteem.

These sessions will take place as part of a wider personal, social and moral development which occurs through Jewish Studies, PSHE lessons and assemblies. Some aspects are also covered in science lessons.

### **Working in partnership with parents/guardians**

Parents/guardians are the key people in:

- teaching their children about sex and relationships;
- helping their children cope with the emotional and physical aspects of growing up;
- maintaining the culture and ethos of the family; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum.

All children are expected to learn the content of the national science curriculum (see Appendix). Parents are encouraged to enquire as to exactly what is covered in the SRE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If parents wish their child to be withdrawn from any part of our SRE lessons, they should discuss this first with Deputy Head Teacher Rabbi Spector, making it clear in which aspects of the programme they do not wish their child to participate and confirming their request in writing. The school always complies with the wishes of parents in this regard.

## **Confidentiality and Child Protection**

SRE will take place in a secure and supportive environment; however, the children will be made aware that teachers **cannot** offer unconditional confidentiality. All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. For more details see the school's Child Protection and Safeguarding Policies.

## **Staff Development and Support**

We recognise the need for staff to receive appropriate training to support the delivery of our SRE programme. Teaching staff should have the confidence to provide quality, age appropriate lessons in SRE and be able to handle any difficult issues with sensitivity. It is the PSHE Coordinator's responsibility to ensure that members of staff are given sufficient training.

## **Equal Opportunities**

The school is committed to the provision of SRE to all of its pupils. In accordance with the principles of the Equality Act 2010, the school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

## **Review and Monitoring**

The Sex and Relationships Education Policy is reviewed every three years by Governors. The SRE programme is monitored by the PSHE Co-ordinators and the Director of Jewish Studies.

Ratified by Governors April 2015

Appendix  
National Science Curriculum – Primary

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults; and
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals; and
- describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

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

*'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'*

Department for Education, September 2013

