



HANNAH MORE
PRIMARY SCHOOL

Policy Title: Sex and Relationships Education (SRE)

Date Drafted: December 2022

Date Ratified by Governors: December 2022
(Appendices to be reviewed/updated)

Effective From: December 2022

Date for Renewal: December 2025

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Sex and Relationships Education (SRE) Policy 2022

Hannah More Primary School



Hannah More
Primary School

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1. Aims

Through our PSHE program, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

At Hannah More Primary School, SRE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum.

SRE is about personal, physical, moral and emotional development.

It should teach children and young people to develop and form positive values, attitudes, personal and social skills. It should also increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of sex and relationships education (SRE) at Hannah More Primary School are to:

- Provide a safe space in which sensitive discussions can take place and questions can be asked
- Enable children to understand changes to their bodies (puberty) and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a culture of tolerance around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that children are given the relevant knowledge to prepare them for the secondary PSHE and SRE curriculums

2. Statutory requirements

As a maintained primary school we are required by law to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum (knowledge of body parts, the changes our bodies experience and reproduction in some plants and animals).

Other related topics that fall within the statutory requirements for Health Education, such as menstrual wellbeing) will also be taught within SRE.

In teaching SRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We ensure that we deliver age-appropriate sex education. We also ensure that we are meeting the needs of the diversity of the school, taking into considering religious differences.

At Hannah More Primary School, we teach SRE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity or the promotion of different sexualities.

We teach all children to be tolerant of those who are different from them.

5. Curriculum

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Families and people who care for me

Children should know:

- 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, the importance of spending time together and sharing each other's lives.
- 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.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- 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 physically or verbally aggressive behaviour 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.

Respectful relationships

Children should know:

- 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.
- 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 granting in relationships with friends, peers and adults.

Online relationships Children should know:

- 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.

Being safe Children should know:

- 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 and others.
- 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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Hannah More Primary School, we teach SRE throughout one week in January each year. This is taught by class teachers and, where possible, a second adult is present during the lesson.

During the lessons in Year 5 and 6, classes are split into same sex groups. A male adult/s will facilitate the boys' lesson and a female adult/s will facilitate the girls' lesson. In Year 4, there is one lesson which is split

into same sex groups. For the remainder of those lessons and all lessons Year 1 – 3, the lessons are mixed gender.

At Hannah More, each SRE lesson must include:

- Discussion about the expectations for the session
- Anonymous Question Box
- Summary Sheet (KS2) – See Appendix 2

At Hannah More Primary School, we convey a strong message of tolerance and respect to all regardless of your own personal and/or religious beliefs.

Where possible, to cater for the Muslim communities in our school, we endeavour to include a member of a Muslim community in lessons in Year 5 and 6 to give this particular religious perspective, whilst continuing to promote a message of tolerance and respect.

7. Roles and responsibilities

7.1 The governing board

The governing board have approved the SRE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Teaching staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity. Each lesson always begins with a revisit of the expectations during SRE.

7.5 Parents

The school is aware that a large role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Have carefully constructed the contents of our SRE week in consultation with parents of a broad representation of our community.

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy.
- Through a consultation meeting, answer any questions and/or concerns that parents may have about the SRE taught to their child.
- During this meeting, will also provide parents with the opportunity to view the resources taught in lessons in depth.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school.
- Acknowledge that parents have the right to withdraw their children from the non-statutory/non-science components of sex-education within SRE.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within SRE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education to be completed in a different location.

9. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated Safeguarding Lead as a matter of urgency. Disclosure of female genital mutilation (FGM) must be reported to the police.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

10. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in SRE lessons and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

11. Equality and Diversity

All SRE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). The personal beliefs and attitudes of staff delivering SRE will not influence the teaching of the subject in school. At Hannah More Primary School, we recognise and embrace the diverse nature of our community. We value and celebrate religious, ethnic and cultural diversity as part of modern Britain.

We explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information. We use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

We do not use SRE as a means of promoting any form of sexual orientation.

12. Training

Staff are trained on the delivery of SRE by the PSHE Lead as part of their induction and it is included in our continuing professional development calendar.

13. Monitoring arrangements

The delivery of SRE is monitored by Kevin Hawkins (Headteacher) and Ellie Jones (PSHE Lead) through:

- Monitoring lesson plans
- Monitoring any accompanying resources used
- Lesson drop ins
- Meeting with the teaching staff

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and PSHE Lead annually. At every review, the policy will be approved by the governors.

Appendix 1: Curriculum

The curriculum can be viewed on the Hannah More google drive and parents can ask to see examples of the lesson plans. Below is an example from each year group:

Year 1

SRE @ Hannah More		
Year Group: 1	Lesson: 2 Body Parts	LO: To recognise their bodies' capabilities and uniqueness.
<p>What children will learn in this lesson:</p> <p><i>Children will develop their ability to recognise and name parts of the body and what those parts do. Children will look at pictures of a baby boy and a baby girl.</i></p> <p><i>Children will discuss that girls and boys have some parts of their bodies that are the same and some that are different. They will discuss that some parts of the body are private.</i></p>		
<p>Resources:</p> <p>Interactive whiteboard presentation, picture cards (clipart children), body outlines for children to label.</p>		
<p>Opening Activity:</p> <p>Give children some cards with clipart pictures of children on them e.g. boy with black hair, girl with brown hair etc. Children work in teams to discuss and decide how to sort out the pictures. Once they have chosen they sort out the children into groups. Bring the cards back to the carpet and children discuss how they have sorted the children.</p>		

Main Activity:

Explain that we could have sorted out the children into boys and girls. Can you sort out these pictures into boys and girls? Show children the pictures of the babies on the board. Is it easy to sort these children into boys and girls? Why not? Discuss parts of the body that both boys and girls have. What about these children? Show some clipart pictures of children such as a girl with short hair etc. Discuss that sometimes it is hard to tell if someone is a boy or a girl by looking at them because girls and boys have a lot of similarities. What is the difference between boys and girls? Discuss that we call this area the private area.

Children to have an outline of a boy and a girl. Children to label the parts of the body including the private area.

Faith Perspectives

Islam

Christianity

Plenary:

On the board show children the Venn diagram. Explain that each circle shows the parts of the body that a girl and boy has and the part in the middle shows parts of the body that they both have. Children to sort labels into Venn diagrams.

Year 2

SRE @ Hannah More

Year Group: 2

Lesson: 4

Looking after the
body

What children will learn in this lesson:

LO: To learn why it is important to keep clean

Learning outcomes:

Describe how to look after particular parts of the body.

Explain why it is important to keep clean.

Describe and carry out basic hygiene.

Know what to take responsibility for and when to ask for help.

Resources:

'The Smelly Book' Babette Cole

Glitter

Espresso: FS; Literacy; How to be healthy; From 2:20 about keeping clean

Opening Activity:

Sprinkle some glitter onto each child's hands. Read 'The Smelly book' Discuss the different ways that make bodies smell. Ask them to think of adults and when their bodies begin to smell. Introduce the idea of sweat and how it begins to smell more as children grow older and their bodies develop. Ask the children why it is important to keep clean. List all the answers inc. mentioning friendships, trust etc

Main Activity:

Make sure chn understand that germs cannot be seen and that some germs can make them feel ill if they enter the body. Watch espresso clip – what else might we do to keep clean?

Activity: In mixed ability pairs or small groups mind map of ways to keep our bodies clean. Ask children to note which things they can do themselves and which they need help with.

Faith Perspectives

Islam	Christianity
<p>Importance of keeping clean.</p> <p>Children to share experiences of wudu (ritual washing before prayer) and/or ghusul if they are aware of this.</p>	<p>?</p>
<p style="text-align: center;">Plenary:</p> <p>Share ideas as a class – create a large mind map with all the ideas for display in class. Make sure all aspects of keeping clean are mentioned eg. clean clothes, hand washing, bath/shower, brushing teeth etc. Include Islamic view that keeping clean is important – can anyone show me how they wash before they do Salaat? (prayers) What about in other families – tell me about the routines you have at home.</p> <p>Remind about glitter from beginning of lesson and point out where they see glitter now. Discuss that this was everywhere their hands touched during the lesson and compare to germs on their hands and how easily they are spread. When especially should we wash our hands? (After toilet, before eating) Make sure children all wash hands before going to lunch and demonstrate effective hand washing)</p>	

Year 3

SRE @ Hannah More		
Year Group: 3	Lesson: 3	
<p style="text-align: center;">What children will learn in this lesson:</p> <p>LO: to recognise and difference between males and females including body parts</p> <p>I can name male and female body parts</p> <p>I can use agreed vocabulary</p>		

Resources:

Pictures of clothed babies

Body part name cards

Body diagrams (boy & girl)

Lesson:

Ask the class what they remember from last week. Remind them that they talked about some of the fixed ideas people might have about what boys and girls, men and women do. Reinforce that men and women, boys and girls, might do the same or different things.

Refer to the learning outcomes for this lesson. Explain that in this lesson they are going to learn about some of the physical differences between male and female humans and animals. Reinforce that a girl/woman is female and a boy/man is male.

In pairs. Give each pair a picture of a baby. Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this? Display the baby pictures on the whiteboard and ask pairs to feedback their responses. Prompt them by asking how a midwife or doctor might tell the sex of a baby when it is first born. If appropriate, remind them of any work they may have done in Year 2 about differences and body parts. Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that we would check the sex parts of a baby to confirm if it was male or female. Accept any words the children use for the sex parts and ask if they know the science words. Address and clearly explain any inappropriate vocabulary and direct children to use the scientific terminology. Explain that you will be using agreed science words in these lessons.

Reinforce that there are some important differences between male and female bodies, and they are going to learn the agreed science words for these today. Create a Venn diagram in the middle of the circle using two hoops. Explain that a Venn diagram is used for sorting things. Use the hoop **labels** to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a **body part word card** to each pair of children and ask them to consider where it could go in the Venn diagram. When they have all decided, ask them to read it out and place it in one of the spaces. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only some are different.

Questions children may ask and responses:

What are testicles? Testicles are part of a man's private area. They are just underneath the penis. Refer to diagram.

Faith Perspectives

Islam

Christianity

<p>Plenary:</p> <p>Conclude by discussing with the children that the differences identified are our private areas. They are called our private areas as they are just for us – we should not talk about or touch anyone else’s private parts, as this is extremely disrespectful.</p>	

Year 4

<p>SRE @ Hannah More</p>		
<p>Year Group: 4</p>	<p>Lesson: Growing and Changing (1)</p>	
<p>What children will learn in this lesson:</p> <p><i>The main stages of the Human Life Cycle</i></p>		
<p>Resources:</p> <p>Pictures of human ‘stages of living’</p> <p>Baby, Toddler, Child, Teenagers (Adolescent), Adults, Elders</p>		

Opening Activity:

Explain to the children that there is a worry box in the class for them to ask questions about this week's topic.

Group Discussions – Q What can you do now that you couldn't do at the age of two? (Maths, explain, switch on lights, etc)

Q What can you do now as a child? (Choose friends, make decisions, school work, etc)

Q What will you be able to do when you are a teenager? (Go to town or cinema without mummy or daddy, spend money, meet up with friends, etc)

Q What can I (teacher, parents, etc) do that you can't do? (drive car, buy a house, etc)

+

Main Activity:

Chn to sort pictures of Human Life Cycle and add write short description of what can be done at these stages of life.

Faith Perspectives

Islam

Christianity

Plenary:

Discuss outcomes.

Stand at front with a child or show pictures of an adult and a child.

Q How are we different? You have 5 minutes to jot down 10 different ideas!

SRE @ Hannah More

Year Group:

5

Lesson:

1

Talking About
Puberty

What children will learn in this lesson:

Children will learn to explore the emotional and physical changes that occur during puberty. They will be able to explain these changes that happen. They will be able to ask questions about puberty with confidence.

Resources:

Anonymous questions template

Male and Female Body pictures

Opening Activity:

- 1. Ground Rules:** In a circle, introduce yourself and ask the class questions to help them establish some ground rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs etc.)
- 2. Introduction:** Explain that the lesson will be about the changes that occur during puberty.
- 3. Go-round:** Introduce the the idea of physical and emotional change by using a go-round. Ask each child to complete the following sentence: 'One change that has happened to me since I was small is...'

Main Activity:

4. **Learning Outcomes:** Refer to the learning outcomes on the whiteboard and discuss what they mean. Use questions to establish what puberty means, when it happens, to whom, and why?

5. **Puberty Brainstorm:** In pairs ask children to discuss the question: "What changes do you expect to take place as you grow older?" Share ideas and record them on the board. Organise the lists into changes that happen to males, females, and both.

6. **Discussion:** Model how to ask open-ended questions about puberty. In what ways do feelings change during puberty? Use Male and Female body pictures to support discussion.

6. **Anonymous Questions:** Ask the pupils to write anonymous questions using the template - "After the lesson I wanted to know...". This can be used as a needs assessment and can inform future lessons. Explain that the children's questions will be answered during the next two lessons.

Faith Perspectives

Islam

Christianity

Why is puberty important in Islam?

When female Muslims reach puberty, it is obligatory for them to start fasting, covering up, and not mixing freely with males. Men have to lower their gaze. In Islam, once children reach puberty, they should try to avoid free mixing of genders.

Plenary:

In pairs, children to discuss what they have learned today and use a go-round to close the lesson e.g. "One thing I learnt today was ...". Put emphasis on children using specific vocabulary during their discussions and feedback to ensure children have understood their meanings.

SRE @ Hannah More

Year Group: 6

Lesson:

2

What children will learn in this lesson:

To explain how babies are made.

Discuss different types of adult relationships with confidence.

Resources:

Year 6 Lesson 2 – Relationship Pictures.

Year 6 Lesson 3 – How does a baby start – images (Excluding image 4 and 5 – including only the text)

Opening Activity:

Recap previous ground rules. **What behaviour do we expect in this lesson? How will we respect everybody and their views?**

Refer back to lesson 1 – **What did we learn about reproduction?** Children to talk in partners and discuss key points from previous lesson.

Give pairs or small groups a picture each showing people in different friendships and relationships. Ask groups to give responses to the pictures and to explore these questions: **What kind of relationship is shown in the picture? Do you think it is a positive relationship or not and how can you tell?**

What do you think makes a good relationship? How would you describe the difference between a friendship and a relationship?

Main Activity:

How is a baby made?

What do we already know?

Give children a range of pictures/text and ask to discuss the process of a baby being made in groups – ordering the process.

Teacher to collect responses from children and order the process together as a class.

Faith Perspectives

Islam

Christianity

<p>Discuss faith perspectives of different types of adult relationships.</p> <p>Miracle of Life – page 84 -85.</p> <p>Page 66 and 67</p>	<p>Discuss faith perspectives of different types of adult relationships.</p>
<p style="text-align: center;"><u>Plenary:</u></p> <p style="text-align: center;">What vocabulary have we learned today? What does this mean?</p>	

Appendix 2: Parent form: withdrawal from sex education within SRE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents

Include notes from discussions with parents and agreed actions taken.
Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex
education lessons, he will be working independently on a project in the Year 5
classroom

Appendix 2: KS2 Summary Form

This will be filled in by all KS2 children at the end of each SRE session for them to take home.

In SRE today, I learned...

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Facts:

-

-

-

-

Vocabulary:

Questions:

-

-

-

Appendix