



Sex and Relationship Education Policy

Sex and Relationship Education background information

The Government currently state (updated October 2014) that it is for Governing bodies and Headteachers of maintained primary schools to decide whether SRE, beyond that set out in the National Curriculum Science, should be included in the school's curriculum and if so what it should consist of and how it should be organised. Governors will approve the resources to be used. Although it is statutory to have a SRE policy it is not a legal requirement to teach SRE to children under 11. However, DfE believe that it is an important part of Personal, Social and Health Education (PSHE) and issue various guidance to primary schools.

SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable family life, which may include marriage, 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. (DfE SRE Guidance July 2000.) Research demonstrates that good comprehensive sex and relationship education does not make young people more likely to enter into a sexual activity. Indeed, it can help them learn the reasons for and the benefits to be gained from a delay.

Working with Parents

Our school works in partnership with parents. It is our aim that the school's SRE programme will complement and support their role as parents. In our school we believe that it is important that in Upper KS2, before moving to secondary schools, young people's ongoing emotional and physical development is supported effectively.

Section 405 of the Education Act 1996 enables parents to withdraw their children from all or part of sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). Any parent who wishes to exercise this right should, in the first instance, contact the Headteacher to discuss the matter. There is a standard DfE pack available to parents who choose to withdraw their children from Sex Education. Our school will make alternative arrangements for children whose parents have chosen to withdraw them.

Sex and Relationship Education in our School

In our school the objective of Sex and Relationship Education (SRE) is to help and support young people through their physical, emotional and moral development. Our programme is firmly embedded in the (PSHE) curriculum and will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. We use the SEAL scheme of work as a basis for PSHE and other resources as appropriate.

The SRE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

National Curriculum Science Key Stage 1.

- That animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.

- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

The organisation of sex and relationship education Co-ordination

The PSHEe Co-ordinator will endeavor to keep up-to-date with materials and guidance for SRE, in line with other curriculum areas. The school will support this by affording regular opportunities for appropriate training. They may lead, organise or inform staff and the wider school community of training and current initiatives and issues.

Our aims

To enable our young people to:

- develop confidence and responsibility, and make the most of their abilities;
- be prepared to play an active role as citizens; .
- develop the skills for a healthier safer lifestyle;
- develop good relationships and respect differences between people;
- develop confidence in talking, listening and thinking about feelings and relationships;
- develop and use communication and assertiveness skills to cope with the influences of their peers and the media;
- be able to name the parts of their bodies and describe how their bodies work; · respect and care for their bodies;
- be able to protect themselves and ask for help and support;
- be prepared for puberty.

Our Shared Beliefs about SRE

- SRE is lifelong learning about ourselves – emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many community contexts: e.g. at home, at school and in youth settings.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE including: Learning needs, family circumstances, race, culture, religion, gender and sexuality.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE)
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.
- Effective SRE is responsive to the specific needs of young people as individuals.

The teaching of Sex and Relationship Education

We believe that the best possible form of education is delivered by the teachers who know our young people well and are aware of their needs. At times we will use outside visitors to support the class teacher. There will be close liaison between any visitors and the teacher in charge, and no visitors will be left alone to run a lesson without a teacher being present.

Our teaching methods take account of the developmental differences of children, particularly in upper KS2 (Years 5 and 6). We recognise that at times it will be appropriate for discussion to take place in small groups, which may be single sex. For some children it is not culturally appropriate to address certain issues in mixed sex groups. Our teachers will plan a variety of activities, which will help to engage boys as well as girls, matching their different learning styles. Teachers will plan and work in ways which meet the individual needs of children including those with Special Educational Needs or learning difficulties. Children in Year 5 and 6 are encouraged to discuss what they have been taught at school with parents if they wish but are requested not to discuss SRE matters with younger siblings or younger children in the school as it would not be considered appropriate for their age.

The teaching programme for Sex and Relationship Education

What is covered in each year group in SRE

In Reception, the children will be covering the following objectives:

- To know the names of the main external body parts shared by males and females.
- To begin to know about the process of growing and stages of life.
- To begin to understand how we maintain a healthy body e.g. eating healthily, exercising and personal hygiene.
- To feel good about our bodies and the desire to look after them.
- To identify and respect similarities and differences between people including physical appearance, culture and family.

In Year 1, children will be covering the following objectives:

- To know the names of the main body parts.
- To begin to know about the process of growing from young to old (including birth and death) and how peoples' needs change.
- Begin to understand how we keep healthy e.g. eating, exercise and hygiene.
- To develop the ability to make simple choices that will improve their health, wellbeing and personal hygiene.
- To feel good about one-self - the desire to be safe, feel positive.
- To identify and respect similarities and differences between people including physical appearance, culture, family, religion and language.

In Year 2, children will be covering the following objectives:

- To know the names of the main parts of the body, including agreed names for sexual parts.
- Begin to understand the concept of male/ female and human development from birth to five.
- Begin to know about the process of growing from young to old and how a persons' needs change.
- Begin to develop confidence to talk about body parts and how they work.
- Identify and respect similarities and difference between people including physical appearance, culture, family, religion and language.

In Year 3, children will be covering the following objective:

- To know about personal safety including what kind of physical contact is acceptable.
- To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.

In Year 4, children will be covering the following objectives:

- To know how the principal body systems work e.g. circulation, digestion and respiration.
- To know the body changes that will take place during puberty.
- To know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships and marriage.

In Year 5, children will be covering the following objectives:

- To know how the principal body systems work e.g. circulation, digestion, respiration and reproduction (including how a baby starts and how a baby is born).
- To know the body changes that will take place during puberty.
- To recognise who to talk to and where to get help.
- To know about different types of relationships including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.
- Begin to know people, agencies and organisations that can help in relation to personal relationships, rights, responsibilities and citizenship.
- Develop the skills to challenge inequality, prejudice and injustice including bullying, racism, sexism and homophobia (this will also include e-safety)

In Year 6, children will be covering and revisiting the following objectives:

- To know the body changes that will take place during puberty.
- To know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships and marriage.
- To know that bacteria and viruses can affect health and that following simple, safe personal hygiene routines can reduce their spread.
- To know about personal safety including what kind of physical contact is acceptable.
- Develop the confidence to talk about personal health related issues.
- Make decisions related to relevant and personal health issues and choices.
- To know about different types of relationships including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.
- Develop the skills to challenge inequality, prejudice and injustice including bullying, racism, sexism and homophobia (this will also include e-safety)

Through our SRE teaching programme we will help young people to respect themselves and others, and understand difference. In accordance with the DfE SRE Guidance July 2000, and within the context of talking about relationships, our young people will be taught about the nature of marriage and mutually supportive relationships. Therefore our young people will learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area will be sensitive so as not to stigmatise young people on the basis of their home circumstances.

Puberty - At our school the SRE is set within the context of PSHE which means that as our young people reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes.

Menstruation - The onset of menstruation for girls can be alarming if they are not prepared. At our school our teaching programme includes preparation for menstruation and we will also make adequate and sensitive arrangements to help girls cope with menstruation, ensuring that they know who to tell and how. We will also ensure that the school environment is conducive to privacy when dealing with requests for sanitary protection and disposal.

Recording and assessment

In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus. Pupils and Teachers will compile evidence of work and samples will be collated. Displays will be mounted to show developments and achievements.

Elements of SRE that occur in the Science curriculum will be assessed, through recorded work and national tests, to establish levels of knowledge and understanding. Some useful questions in assessment that teachers ask themselves and their pupils are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- Did all pupils e.g. girls and boys, engage equally with the activity?
- What do they need to learn next?

Inclusion

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image · The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils
- An awareness that some pupils might need the programme of teaching to be differentiated to their needs

Answering difficult questions

Sometimes one of our children will ask a difficult or explicit question in the classroom. At our school individual teachers will use their skill and discretion in these situations.

Confidentiality

- In our school we have a clear confidentiality policy, which is shared with staff, pupils and parents/carers. Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support. Professionals, such as school nurses, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned schoolbased health service. This often involves offering a greater level of confidentiality to young people, than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals will ensure that young people are aware of this when beginning work with them.

Resources

We use many resources to support the delivery of SRE. Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum. We will ensure that we evaluate resources before we use them. Parents will be invited to preview resources to be used (should they wish to) before their child begins a particular programme of SRE lessons.

Criteria for evaluating resources

- Does it fit with our policy for teaching SRE?
- Does it relate to the agreed aims and objectives of this policy?
- Is it suitable for the age, stage and abilities of our young people?
- Does it appeal to the teachers and young people?
- Is its factual content up to date?
- Is it produced by a reputable organisation?
- Does it avoid racial, gender and sexual stereotyping?
- Is it well designed and durable?
- Does it conform to the legal requirements of SRE?
- Is it recommended by medical practitioners?

Staff Training

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

Role of Governors

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the national curriculum. This policy describes the governors' views on how SRE will be delivered in addition to requirements of the

National Curriculum. It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents. In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings. The policy will be made available to parents and a link governor for PSHE (including SRE) will be nominated.

Review summer term 2017