

# Sex and Relationships Education Policy

## Grange Primary School

This policy was written in October 2015. It was edited in November 2015 and January 2016. Consultation will be carried out with staff, parents and governors in February 2016 and pupils in March 2016.

It will be reviewed in September 2017.

### 1. School Background Information

- |     |  |         |
|-----|--|---------|
| 1.1 | Type of School   | Primary |
| 1.2 | Member of Healthy Schools Scheme (Bronze) since January 2016 |         |
| 1.3 | Average number of pupils on roll                             | 380     |
| 1.4 | No. of classes in each year                                  | Two     |

### 2. Key contacts

- |     |   |                                    |
|-----|---|------------------------------------|
| 2.1 | Sex and Relationships Education (SRE) Lead: Annabel Needham |                                    |
| 2.2 | Lead Governor:  | Tobias Latham (Chair of Governors) |

### 3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

### 4. Purpose of SRE Policy

- 4.1 This policy has been written as a statutory requirement and also to:
- 4.2 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE at Grange
- 4.3 Give information to parents and carers about what is taught and when
- 4.4 Give parents and carers information about their involvement with SRE

- 4.5 Give a clear statement on what the school aims to achieve from SRE and why SRE is important
- 4.6 Clarify the content and manner in which SRE is delivered

## 5. How the Policy was developed

This policy was developed as part of the governors' statutory responsibility in consultation with staff and LA advisors.

## 6. Definition of SRE

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers, long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

DfE Guidance in 2000 offered this definition: *"SRE is the 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."*

The National Sex Education Forum highlighted that SRE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

## 7. Aims of SRE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions

## 8. Moral and Values framework

SRE will be delivered within the school's agreed aims, values and moral framework (British values and the related school values of Love, Hope, Co-operation and Respect) which is sensitive to the needs and beliefs of pupils, parents/carers and other members

of the school community. It will be delivered within the school's equal opportunities framework.

Sex and Relationships Education (SRE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure no child will feel stigmatised due to their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

## 9. Content and Organisation of the Programme

The school aims to provide a programme of SRE in line with the Science Curriculum and PSHE education schemes of work. At Grange the majority of PHSE is delivered through the Paths teaching programme.

### Science Curriculum Links

#### Key Stage 1 (age 5-7 years)

**Year 1** pupils should be taught to:

- Talk about past and present events in their own lives and in the lives of family members. Know that other children do not always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.
- 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

- 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 3** pupils should be taught to:

- Describe the importance of healthy eating and a nutritious diet.
- Recognise the differences between males and females in both humans and animals.

**Year 4** pupils should be taught to:

- Describe the human lifecycle.
- Describe how humans change as they develop into adults.

**Year 5** pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- 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

### **PSHE Curriculum Links**

**Year 1** pupils should be taught:

#### **Core Theme 1: Health and Wellbeing**

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls
- about people who look after them; their family networks; who to go to if they are worried and how to attract their attention; ways that pupils can help these people to look after them

**Year 2** pupils should be taught:

#### **Core Theme 1: Health and Wellbeing**

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

**Year 3** pupils should be taught:

#### **Core Theme 1: Health and Wellbeing**

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something: dangerous; unhealthy; that makes them uncomfortable; anxious or that they believe to be wrong

#### **Core Theme 2: Relationships**

- to be aware of different types of relationships, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

**Year 4** pupils should be taught:

**Core Theme 1: Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

**Year 5** pupils should be taught:

**Core Theme 1: Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- **Core Theme 2: Relationships**  
to feel confident to raise their own concerns, to recognise and care about other people's feelings

**Year 6** pupils should be taught:

**Core Theme 1: Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

**Core theme 2: Relationships**

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them.

9.1 Timetable allocation:

- KS2 will receive twelve hours of science teaching as part of the 'Animals including Humans' unit of work in Science, in addition to this there will be three hours of specific SRE lessons taught.
- KS1 will receive nine hours of science teaching as part of the 'Animals including Humans' unit of work on Science, in addition to this there will be three hours of specific SRE lessons taught.

9.2 Groupings will be based on the age and subject matter being taught. The vast majority of SRE will be taught with the whole class, but as the pupils become older some subject matter will be best initially discussed with girls and boys in separate groups, led by a teacher of the same gender, before coming together to share the learning with the whole class.

9.3 The lessons will be delivered by the class teacher in addition to lead SRE teachers. The class teacher will always be present during lessons. It is important to note that where outside visitors help to deliver SRE they are not

there to replace teachers but to enrich existing programmes by supporting the school.

9.4 SRE will be taught within dedicated PSHE lessons, or when subject specific, within the subject, for instance during Science and RE lessons. Values and morals will be regularly and consistently taught in Collective Worship and assemblies. Form time to time there will be special events, such as Healthy Week, or celebrations of annual themes, where aspects of teaching and learning SRE will fit naturally.

9.5 How it is taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships
- Questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will be used taking equality of opportunity into account. Teachers will be aware of their use of language; cultural attitudes; and appropriate images; avoiding stereotyping, racism and sexism.
- In every section of the programme a variety of teaching and learning styles are used, including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, and interactive CD ROMS.

## 10. Confidentiality statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that pupils' best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and will be provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school's safeguarding policy will be considered and applied at all stages.

## 11. Assessing SRE and monitoring the programme

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme by assessing: the attitudes of the pupils, the development of their personal skills, and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

## **12. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that personal beliefs and attitudes will not influence the teaching of SRE. All those contributing to the programme are expected to work within the aims listed above.

## **13. Training staff to deliver SRE**

It is important that staff delivering SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options: individual study and development, school based CPD, including staff meetings, and external training courses.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## **14. Working with parents and carers and child withdrawal procedures**

On entry to the school, parents will be invited to read the SRE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for SRE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act, gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By publishing this policy on the website
3. By inviting parents/carers to discuss personal development when their child enters the school
4. By inviting parents/carers to a meeting to discuss SRE in the school.

Parents have a right to withdraw their children from SRE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from SRE lessons, we ask that they discuss it with one of the Co- Headteachers, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from SRE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

## 15. Working with the wider community

The following individuals were consulted in the development of this policy:

- PSHE and SRE advisors from Southwark LA.

## 16. Disseminating and monitoring the SRE Policy

A copy of this policy will be supplied to all staff and governors and included on the staff shared area. A full copy will be on the school's website. Copies will be made freely available to parents on request from school office and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

16.1	Frequency of monitoring	January 2016 to begin programme
16.2	Review to reflect current good practice	July 2016
16.3	Review to reflect new legislation	September 2017
16.4	Date of next review	September 2017

Approved by governors:

Signed:.....Chair of Governors

Signed:.....Co-Headteacher

Date:.....