



SEX AND RELATIONSHIP EDUCATION POLICY

1. Context

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of sex and relationship education (SRE) within the broad education offered at Checkendon C.E. Primary School. SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship Framework and is also delivered as part of other curriculum areas including Science and RE.

This policy links with other school policies such as the science, PSHE and Citizenship subject statements, Safeguarding Policy, Confidentiality Policy and Single Equality Plan.

2. Aims and Objectives of Sex and Relationship Education

SRE supports and promotes our pupils' 'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life' Section 351 of the *Education Reform Act 1996*, the two broad aims for the school curriculum.

At Checkendon C.E. Primary School, SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We believe that a Church of England school should positively set standards of behaviour and morality which are informed by Christian teaching and not merely accept or reflect existing social and moral standards. The pupils will be encouraged to have due regard to moral considerations and the value of family life. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils and taking into account other faiths, abilities and backgrounds.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6. The SRE curriculum will be concerned with:

- the discussion of attitudes and values
- the development of a range of personal and social skills
- the provision of factual information and the development of the understanding of it.

The objectives for SRE should match the age and maturity of the pupils involved. For KS1 and KS2, our learning outcomes include:

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity

- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to learn that safe routines can stop the spread of viruses such as HIV
- to know who can provide help and support.

3. The Sex and Relationship Education Curriculum

SRE is delivered through the four interrelated strands of PSHE:

1. developing confidence and responsibility and making the most of pupils' abilities
2. preparing to play an active role as citizens
3. developing a healthy safer lifestyle
4. developing good relationships and respecting the differences between people.

The QCA guidance on PSHE and Citizenship includes the breadth of opportunities pupils need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHE. In PSHE, SRE is placed within the context of talking about feelings and relationships. Ensuring SRE is embedded within PSHE will ensure a focus upon self-esteem and respect for self and others.

The SRE programme also includes elements of the statutory new Science curriculum 2014, which is mandatory for all pupils. Parents / carers do not have the right to withdraw their children from National Curriculum Science.

National Curriculum Science 2014

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
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2:

Animals including humans

- 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
- describe the changes as humans develop to old age
- pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

4. The Organisation of Sex and Relationship Education

Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver most SRE. In addition to class lessons, the school health nurse visits the school annually to teach pupils in Year 5 and Year 6. The lesson plans and resources are shared with the class teacher prior to the lessons and s/he will remain with the class

Role of Governors

This policy has been drawn up in consultation with Louise Jessel, vice-chair of governors. All governors will be invited to comment on this draft and it will be ratified at the next Full Governing Board meeting.

Training and Development Needs

Class teachers will receive appropriate training to update knowledge and access resources. Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting and on issues related to confidentiality and child protection.

Curriculum

Curriculum planning for SRE is part of the whole school planning process for PSHE and citizenship and is informed by the National Curriculum Science Orders. It will most often be delivered as part of the integrated topic programme; occasionally it will be taught as a discrete unit:

- Designated SRE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links, when appropriate SRE, will also be delivered in Science, IT, RE, Humanities and Literacy.
- Circle-time, planned to support the delivery of PSHE, may also be used to cover some of the SRE programme.
- Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there will be planned opportunities for single gender sessions in Year 6 to explore gender specific issues, such as management of periods and puberty, or what is good/bad about being a girl/boy before discussing the issues with the opposite sex. Single gender sessions will also take into

account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

5. Delivering the Sex and Relationship Education Curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about sex and relationships.

These techniques include:

- establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- encouraging reflection.

Specific issues and language to use:

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the head if they are concerned.

As part of the sessions taught by the school health nurse, an anonymous question box is often used. In this way, pupils will be offered reassurance and will have misinformation corrected.

Resources

All resources used are consistent with the school ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's Single Equality Plan and are age appropriate and in line with the school's values.

All the materials are available for parents/carers to view on request from the PSHE Co-ordinator or class teacher. Prior to the lessons, invitations to view resources are sent out annually to parents/ carers of pupils in Year 5 and Year 6

Special Educational Needs (SEN)

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN.

Consultation with Pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred, were most comfortable with, and best met their needs.

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.

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?

Monitoring and Evaluation of the SRE Curriculum

The review and monitoring of this policy is the responsibility of the chair of the Teaching and Learning Committee and will include:

- review of planning and guidance
- liaison with head teacher and class teachers
- audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

6. Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and 'Childline'.

Teachers and teaching assistants are aware that teaching SRE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Teachers and teaching assistants are also aware of school child protection procedures, based on local guidance, that there is a nominated person to turn to with concerns (head teacher). Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

7. Liaison with Parents and Carers

Our school would like to share responsibility with parents and carers in the delivery of SRE. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We will invite parents' views when drawing up and reviewing the policy, and their comments about the school health nurse led programme and resources used. Class teachers will consult pupils about their views.

Parents are notified about SRE education relating to puberty and reproduction in Year 5 and Year 6. We will also do our best to support parents in talking to their children about SRE and will provide all Year 6 pupils with information booklets relating to growing up. The majority of parents are very supportive of SRE: A 2013 NAHT survey found that 88% of the parents of school-aged pupils polled want SRE to be compulsory. Parents and carers have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in the statutory Science National Curriculum. Those wanting to exercise this right are invited to see the head teacher, who will explore the concerns of the parents and will discuss any impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum, offering material to enable parents/carers to undertake this learning at home.