

Bitterne C of E Primary School



Policy for Sex and Relationships Education (SRE)

Headteacher
Andy Peterson

Last review- April 2017

Next review – April 2020

Signed by Chairs of Governors

Amanda Humby _____

How the policy was developed

The PSHE Leader has extensively revised the policy, in consultation with the staff, Governors and key representatives of our associated link church in May 2014 and reviewed 2017.

Reason for the policy

This policy has been written to:

- establish an agreed approach for the teaching of Sex and Relationships Education within the school;
- ensure continuity and progression between the key stages;
- inform the staff, parents, governors, inspectors and visitors of the provision and approach to Sex and Relationships Education within the school;
- describe the purposes, nature and management of Sex and Relationships Education taught and learnt in school;
- make a clear statement linked to Christian values, to which the school is committed, that will influence the Sex and Relationships Education programme;
- indicate how the school will respond to all relevant legislation and practical issues.

“It is important for all children and young people to learn, in an age appropriate manner, about respect for their own and other people’s bodies and emotions. This is all the more important given the progress in technology and the need to protect young people from inappropriate online content across a wide range of platforms.

(Christine Blower, **General Secretary of the National Union of Teachers, 2014**)

The nature of Sex and Relationships Education

Sex and Relationships Education is not compulsory in primary schools. However, the new PSHE curriculum has emphasised the entitlement of pupils at Key Stage 2 to some form of Sex and Relationships Education to help them with the transition to adulthood. It will help them to understand and respect our common humanity, diversity and differences. At both KS1 and 2 this is essential in helping children to form effective and fulfilling relationships that are essential in life. It is an integral part of the curriculum, which is taught within a moral frame that is sensitive to the belief of all pupils, parents and carers, that helps to prepare pupils for the opportunities and experience of adult life.

“Teaching SRE is vital – done well, it is enriching for teachers and pupils alike. It also helps schools to fulfil their duties to protect, safeguard and promote the wellbeing of their pupils.”
(SRE for the 21st century, PSHE Association, 2014)

Aims

“SRE is learning about the emotional, social and physical aspects of growing up and relationships. A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.”

(SRE for the 21st century, PSHE Association, 2014)

Sex and Relationships Education aims to:

- teach young children that their body belongs to them and that they can say who has access to it;
- to respect boundaries – both their own and other people's;
- know the right language to describe their body parts;
- encourage the exploration of values, attitudes and moral issues;
- consider sexuality, personal relationships and the development of communication and decision making skills;
- explore qualities necessary for stable family relationships, including marriage;
- reinforce the Christian values of a loving relationship;
- develop self-esteem, self awareness, respectful attitudes and a sense of moral responsibility;
- prepare for the opportunities, responsibilities and experiences of adult life;
- enable children to cope with the physical and emotional challenges of growing up;
- give pupils an elementary understanding of human reproduction;
- help pupils understand on and offline safety – encourage pupils to think about what they want others to know and see about them and the issues of safety, privacy, peer influence and personal responsibility;
- teaches pupils about the law and their rights;
- promote spiritual, moral, cultural, mental and physical development;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- provide a foundation for further work in secondary school.

Morals and Values

The Sex and Relationships Education programme will reflect the school's Christian ethos and demonstrate and encourage the following values:

- respect for self;
- respect for others;
- responsibility for their own actions;
- responsibility to their family, friends, school and the wider community.

Details of the school's Christian ethos can be found in the School's Prospectus and is reflected within our policies.

Cross-Curricular Links

The key topic areas of Sex and Relationships Education will be delivered through PSHE as part of the timetabled week. Sex and Relationships Education has close links to some aspects of science, ICT and RE; valuable and genuine connections can be made within these subjects.

Links with ICT are essential for teaching pupils about online safety. It is vital that learning to show how the internet and social media are important resources for learning, as well as teaching about the risks and how to stay safe online.

Entitlement

Every child is entitled to Sex and Relationships Education regardless of race, gender, religion and ethnic background. As a school we aim to meet the needs of all pupils within our programme.

“Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender.”

(SRE in the 21st Century)

Withdrawal

Parents have the right, under the Education Act of 1993, to request for their children to be withdrawn from all or part of the Sex and Relationships Education that does not form part of the National Curriculum for Science. Science teaches about the biological facts relating to human growth, puberty and reproduction.

As a school we recognise that parents/ carers may have different needs related to their beliefs; however the resources and learning within the different year groups are what have been agreed by our whole school community. If a parent/ carer wishes for their child to be withdrawn, this request must be made in writing to a member of year 6 clearly stipulating which aspects they do not wish their child to see. If a withdrawal has been made a teacher cannot give that pupil advice on any sexual matters. Children that are withdrawn will be treated with sensitivity.

Where a teacher is either is not confident with teaching any aspect of the SRE curriculum or due to their religious beliefs feel they cannot teach aspects of the SRE curriculum, this should be discussed with the Head teacher.

Approaches to Teaching and Learning

Teachers should:

- be aware of the individual’s experiences, maturity and relationships;
- be aware of the cultural and religious diversity of pupils in the wider community;
- have good subject knowledge and be confident in talking about issues, such as healthy and unhealthy relationships, equality, respect and consent;
- have good subject knowledge of online safety;
- offer meetings for parents to find out what their child is being taught and the resources that are being used (for specific units);
- make a conscious effort to make Sex and Relationships Education relevant to both genders;
- Be aware of the school’s Christian values in planning, delivering and responding to questions on SRE
- Ensure that they teach from the agreed curriculum and do not impart their own personal beliefs.

A variety of approaches are used to give pupils relevant information to enable moral issues to be explored through discussion and to acquire personal skills for making sensible choices.

Delivery

Sex and Relationships Education will be taught:

- as part of the school’s topic programme;
- through planned aspects of RE, ICT and Science;
- as separate units of work as part of Personal, Social and Health Education;
- through Circle time;
- addressed occasionally in assembly;
- through SEAL units;
- In a way that supports the Christian ethos of the school.

Class teachers who have established a climate of trust in which pupils feel secure and confident will mainly deliver the programme. On occasions suitably qualified outside visitors, eg the nurse

will be invited into school to support and enhance the Sex and Relationships Education programme.

All members of staff are committed to teaching the programme. However, if a member of staff feels ill equipped or unable for personal reasons to take on the programme, or elements of the programme then advice should be sought from the head teacher and if necessary a member of the teaching staff who has that climate of trust will deliver it.

Child Protection

The school has a Child Protection Policy and procedure, which is available on request. (A charge for photocopying will be requested).

Staff roles and responsibilities

The PSHE Subject Leader will:

- be responsible for the long and medium term planning for Sex and Relationships Education, ensuring a balance of the key areas throughout Key stage 1 and 2;
- support staff with the planning and resourcing of Sex and Relationships Education;
- ensure continuity and progression across the Key Stages;
- develop links to KS3;
- ensure that staff, parents and governors know the legal requirements for the teaching and learning of Sex and Relationships Education prior to teaching groups/ classes within the school.

Using outside visitors

All visitors must be given a copy of the school's Sex and Relationships Education policy, and be made aware of the Christian ethos of the school and the way in which it has been decided to deliver Sex and Relationships Education.

Bibliography

SRE for the 21st century, PSHE Association, 2014

Evaluation

This policy will be reviewed in May 2017, or earlier if there are changes to the National Curriculum or legal requirements.

Sex and Relationships Education Guidelines

Responsibilities of the PSHE Leader

Reference to the responsibilities of the PSHE Subject Leader should be made to the Subject leader roles and accountabilities overview sheet.

Planning

Long-term planning

The long term planning for Sex and Relationships Education is focused on what to teach in this subject. The long term planning for Sex and Relationships Education comprises of an overview of the unit to be taught, detailing the main focus area. This is part of the PSHE overview (Appendix 1). A breakdown of the contents of the Sex and Relationships Education programme can be found in Appendix 2.

Medium term planning

The medium term planning details when particular units of work will be undertaken. Medium term planning in Sex and Relationships Education follows an agreed format for all PSHE planning, in accordance with Assessment Policy guidelines; a copy of the planning is held in all year group files on the server and the PSHE subject manager area.

Short-term planning

Short-term planning in Sex and Relationships Education follows an agreed format for PSHE, in accordance with Assessment Policy guidelines..

The needs of the higher attaining, gifted and talented child and children with a Special Educational Need or Disability

Higher attaining, gifted or talented children

The teacher will meet the needs of the able child through careful differentiation, questioning and response.

Children with a Special Educational Need or Disability

Where appropriate alternative arrangements for teaching and learning will be made to meet the needs of individual children.

Equal Opportunities

Sex and Relationships Education is provided for all pupils regardless of religion, race, gender, ethnicity, age or ability. Further details can be found in the school's single equality policy

Resources

Year group are responsible for resources and ensuring they are updated when necessary. The uses of videos, posters, book resources and primary resources have been incorporated into the medium term planning. Videos and IT resources used in SRE will have been agreed by governors.

Cross-curricular links

There are useful links between Sex and Relationships Education and other subjects in the curriculum. These include links with Science, ICT and RE.

Circle Time

Circle Time will play a large part in the teaching and learning of relationships across the Key Stages. Various relationships will be discussed and explored in these sessions: family, peer to peer, child to adult. These sessions will also help children to explore their feelings: why they have them, how they react, how others react and how to deal with them. The Circle Time theme is

generally chosen by the teacher, however some PSHE units require the Sex and Relationships Education to be taught through Circle Time:

Further Guidance on Sex and Relationship Education

Parental Involvement

It is essential that the responsibility for this area should be shared with parents and that they are well informed about Sex and Relationships Education. Sex and Relationships Education video and online materials will be available for parents to view prior to the lessons. This will also provide them with details of the programme to be taught and act as a time for them to ask questions pertinent to them.

It is important that any religious or cultural views of parents, which may affect the Sex and Relationships Education they wish to be given to their children are carefully considered.

Staff should be willing to discuss any matters of concern that parents may have. It is important to try to avoid giving pupils any conflicting information.

Withdrawal

If a child is withdrawn from Sex and Relationships Education it is up to the school to decide what provision will be made for them. Once a request that a child be withdrawn is made, that request must be complied with until the parent changes or revokes it. If a child is to be withdrawn then the programme should be organised in such a way that it causes minimal embarrassment to the pupil.

Children that are withdrawn are vulnerable to teasing and may receive distorted information from other pupils about the content of the lesson they missed. It may therefore be helpful for a relevant member of staff to talk with the parents about this and offer them prior access to the appropriate information and materials.

Confidentiality

The DFE circular 5/94 **suggests** that teachers should report disclosure or suspicions of unlawful activity to the Head teacher who in turn should inform the pupil's parents if appropriate (This will also be in accordance with the Child Protection Policy).

Teachers should not promise confidentiality, but a child has the right to expect their views to be respected and not shared publicly.

The school has a Confidentiality Policy and procedure, which is available on request. (A charge for photocopying will be requested).

Answering Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately, and can be addressed individually later. The school believes that teachers must use their skill and discretion in these situations. If however, questions are particularly explicit and specific to personal needs and circumstances the teacher may consider it appropriate to discuss the child's concern with the parents to see how they would like the matter to be handled.

In answering questions, the teacher should be mindful of the Christian values that are the foundation of the ethos and should be careful not to impart their own personal views.

Controversial issues

“It is up to the governing body in consultation with the Headteacher and teaching staff to decide on the content of the Sex and Relationships programme and to ensure that the needs of all pupils are met”.

(Developing and Reviewing a School Sex Education Policy, pg 21)

Children may ask questions that relate to the following issues:

- Abortion
- Various contraceptives
- Sexually transmitted diseases and HIV
- Various sexual activities
- Euthanasia

In the unlikely event of a question occurring in relation to these themes refer the child back to their parents to get an answer.

If you are asked a question in relation to homosexuality you may refer to the fact that there are loving caring relationships between people of the same gender, however do not discuss any of the more intimate sexual details of the relationship.

For questions that relate to sexual abuse of any kind refer to pages 2, 4, 5, and 6 of the Child Protection Policy for guidance before answering.

Appendix 1 - overview of SRE units

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---------------------|----------|----------------------------------|----------|--|---|
| R | Myself/ families | | | | | |
| 1 | | | Caring for others | | Caring for myself | |
| 2 | | | | | Celebrating and recognising differences | |
| 3 | | | Dealing with emotions | | | |
| 4 | | | | | Friendships | Relationships, parenting and reproduction |
| 5 | | | Friendships | | | Changes - puberty |
| 6 | | | | | | SRE |
| SEAL All year groups | | Bullying | Getting on and falling out | | | Changes |

Appendix 2

Content of the Sex and Relationships Education programme

Non-statutory guidance for the teaching of Sex and Relationships Education:

At Key Stage 2 (7-11)

Pupils should:

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty;
- Know and understand how changes at puberty affect the body in relation to hygiene;
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting;
- Know there are different patterns of friendship; be able to talk about friends with important adults;
- Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment.

(From Curriculum Guidance 5: Health Education)

The programme taught will follow the guidance relating to Sex and Relationships Education found in 'Curriculum Guidance 5: Health Education'. It will:

- Provide information which is easy to understand, relevant and appropriate to the age, ability and maturity of the pupils;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and attitudes;
- Provide progression and continuity;
- Consider the views and expectations of children;
- Encourage pupils to have due regard to moral considerations and the value of family life.

A sequence for teaching Sex and Relationships Education

Each year group will provide children with the opportunity to explore their feelings and develop their understanding of family relationships, friendships, relationships with the school community and decision making. This will be achieved through PSHE timetabled sessions, Circle Time, Assemblies, story time and RE.

Year 3 –

Emotions and ways of dealing with them

Getting on and Falling out (SEAL – through Circle Time)

Changes - (SEAL – through Circle Time)

Bullying

Year 4

Getting on and Falling out (SEAL – through Circle Time)

Changes - (SEAL – through Circle Time)

Bullying

Relationships, parenting and reproduction

- How babies begin.
- How babies grow and develop.
- Different parts of parenting.
- External sexual organs

Year 5 –Personal Hygiene as we grow up.

- Getting on and Falling out (SEAL – through Circle Time)
- Changes - (SEAL – through Circle Time)
- Bullying
- Puberty (both girls and boys)

Year 6 –

Getting on and Falling out (SEAL – through Circle Time)
Changes - (SEAL – through Circle Time)
Bullying – cyber bullying

Healthy Living topic (pupils will consider all aspects of puberty based around the Channel 4 video Living and Growing – Changing Bodies)

Programme 1 – *The Same But Different*

- Care and protective role of parents
- Basic external anatomy of males/ females
- Gender differences
- Development in pre-school children
- Friendships and relationships

Programme 2 – *Boy to Man, Girl to Woman*

- Changes during puberty
- The female anatomy, external and internal
- Menstruation

Programme 3 – *It's Perfectly Normal*

- Enhancing self-confidence
- Aspects of personal hygiene
- The male sexual organs
- Erections and wet dreams
- Masturbation, male and female
- The notion of normal sexual behaviour

Programme 4 – *Making Love*

- Different kinds of human relationships
- Aspects of love and marriage
- The processes of sexual intercourse and conception

Programme 5 – *Forty Weeks*

- Reasons and ways of planning a family
- Ante-natal care
- Foetal development

Programme 6 – *Being Born*

- The birth process
- The basic needs of a new born baby
- The joy of a new born baby in the family