

Haytor View Community Primary School & Nursery

Sex and Relations Policy (SRE)



Learning together - enjoying success - aiming high - celebrating difference – enriching community

THE PURPOSE OF THIS POLICY IS TO:

- [Clarify the legal requirement and responsibilities of the school.
- [Clarify the schools approach to sex and relationships education (SRE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- [Give guidance on developing and implementing and monitoring the 'SRE' education programme.
- [Provide a basis for evaluating the effectiveness of the school 'SRE' programme
- [Reinforce the role of the schools in contributing to local and national strategies.

DEFINING THE BOUNDARIES:

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

Rationale

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

RATIONALE - WHY 'SRE'?

Legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a 'SRE' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'SRE' lessons which fall outside those aspects covered in the National Curriculum Science.

The needs of young people and the role of schools

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and 'SRE' for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to 'SRE' is in line with the Government's strategy and guidance given to schools in Dfee 'Sex and Relationship Guidance' 2000.

- [Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- [It is our intention all children have the opportunity to experience a programme of sre at a level which is appropriate for their age and physical development with differentiated provision if required.

National guidance recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing 'SRE'.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

Aims

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made with adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure the teaching of 'SRE' reflects their expectations and complements teaching at home. Parents will be informed about the teaching of 'SRE', so they can decide whether or not to withdraw their child.

'SRE' aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

The overall aims of the 'SRE' programme are:

- [To provide opportunities for all pupils to learn and to achieve.
- [To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- [To provide accurate information about, and understanding of, 'SRE' issues.

The objectives of Sex and Relationship Education are:

- [To provide the knowledge and information to which all pupils are entitled
- [To clarify/reinforce existing knowledge
- [To raise pupils' self esteem and confidence, especially in their relationships with others;
- [To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- [To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- [To provide the confidence to be participating members of society and to value themselves and others;
- [To help gain access to information and support
- [To develop skills for a healthier safer lifestyle
- [To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- [To respect and care for their bodies
- [To be prepared for puberty and adulthood

We teach children about:

- [The physical development of their bodies as they grow into adults;
- [The way humans reproduce;
- [Respect for their own bodies;
- [The importance of sexual activity as part of a committed long term relationship;
- [The importance of family life;
- [Respect for the views of other people.

Content

'SRE' forms an integral part of the curriculum policy, and the schemes of work for science (life processes common to humans – nutrition, growth and reproduction; The main stages of the human life cycle) citizenship, and personal, social and health education (PSHE).

The programme we follow will be based on national guidelines provided and will be sensitive to the age and experience of our pupils. It will be delivered through the Personal, Social and Health Education and the National Science Curriculum.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- [that animals including humans, move, feed, grow, and use their senses and reproduce.
- [to recognise and compare the main external parts of the bodies of humans.
- [that humans and animals can reproduce offspring and these grow into adults.
- [to recognise similarities and differences between themselves and others 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.

METHODOLOGY AND RESOURCES

Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all pupils are fully involved. Resources used for teaching sex and relationships education can be viewed on request.

STAFF TRAINING

All staff are provided with adequate training and support to help them deliver effective Sex and Relationships Education and respond to situations with consistency and sensitivity taking account of religious, social and cultural issues.

THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

We encourage professionals from the local health authority to provide support.

PARENTS

We will share responsibility for the education of pupils, with parents, who will be kept informed and involved through newsletters, awareness raising evenings and individual discussions when appropriate.

Parents have a legal right to withdraw their children from dedicated 'SRE' lessons. However we would encourage parents to discuss this fully with the Phase Leader if concerned. They do not have a right to withdraw their children from those aspects of 'SRE' that are taught in National Curriculum Science or where 'SRE' issues arise incidentally in other subject areas.

ROLES AND RESPONSIBILITIES:

The Governing Body will:

- [Ensure that 'SRE' is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage.

The Head of Learning and Development will ensure that:

- [The governing body is advised about the nature and organisation of 'SRE' and how it reflects the aims and values of the school;
- ['SRE' is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage;
- [Pupils are protected from inappropriate reading materials;
- [A scheme of work is agreed and implemented;
- [Parents are informed about the programme for 'SRE' for their child.

Staff are expected to:

- [Provide 'SRE' in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life;
- [Participate in training to provide 'SRE' in line with the school curriculum policy;
- [Implement the agreed scheme of work;
- [Draw to the attention of the Head of Learning and Development any materials they consider to be inappropriate;
- [Respond appropriately to those pupils whose parents wish them to be withdrawn from 'SRE'.

MONITORING AND EVALUATING

The Head of Learning and Development will provide a report on the implementation of the scheme of work annually in the summer term. Lessons will be monitored in accordance with the school's monitoring policy. Any comments from parents, will be fed back to the governing body.

RELATIONSHIP TO OTHER POLICIES:

This policy has links to school policies on

- [Child Protection
- [Health and Safety
- [Confidentiality

- [PHSE
- [Healthy Schools
- [School Visits
- [Anti-bullying Policy
- [Equal Opportunities Policy
- [SMSC

LOCAL AND NATIONAL GUIDANCE:

This policy has been written in consultation with the following guidance.

- [Sex and Relationship Education Guidance (Dfee 0116/2000)
- [QCA PSHE Curriculum Framework for Schools 2000
- [National Curriculum 2000 Statutory Science
- [National Healthy Schools Standards 2006
- [Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.

Appendix 1 – Additional information

WHAT IS 'SRE'?

The term *sex and relationships education* – 'SRE' – is used in this policy rather than 'SRE'. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest Dfee guidance 'SRE' is:

'...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'

Dfee 'Sex and Relationship Guidance', 2000.

The guidance suggests that 'SRE' should have three main elements as follows:

MORALS AND VALUES FRAMEWORK

Our approach to 'SRE' will be conducted within a clear morals and values framework based on the following principles:

- [The value of stable and loving relationships.
- [Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- [The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- [The right not to be abused by other people or be taken advantage of.
- [The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- [Age and circumstance appropriate 'SRE'.
- [Access to help from trusted adults and helping services.

'SRE' involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to 'SRE' will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum for Science, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

1. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. to recognise and compare the main external parts of the bodies of humans and reproduce. that humans and animals can reproduce offspring and these grow into adults.
3. to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. about the main stages of the human life cycle.

Every child is entitled to receive 'SRE' regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of 'SRE' at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop

skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

INCLUSION

Young people may have varying needs regarding 'SRE' depending on their circumstances and background. The school strongly believes that all students should have access to 'SRE' that is relevant to their particular needs. To achieve this the school's approach to 'SRE' will take account of:

The needs of boys as well as girls

Girls tend to have greater access to 'SRE' than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to 'SRE'. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality

On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to 'SRE' will include sensitive, honest and balanced consideration of sexuality. We shall also actively tackle homophobic bullying.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular 'SRE' needs.

The teaching programme for Sex and Relationship Education.

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication.

Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties

Are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

A WHOLE SCHOOL APPROACH

A whole school approach will be adapted to 'SRE' that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding 'SRE'. In particular:

The senior management team (SMT) will endeavour to support the provision and development of 'SRE' in line with this policy by providing leadership and adequate resourcing.

The Head of Learning and Development and Phase Leaders will maintain an overview of 'SRE' provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's 'SRE' provision. Some teach 'SRE' through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to 'SRE' and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some 'SRE' lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the 'SRE' programme and supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the 'SRE' provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's 'SRE' provision. They also have a legal right to withdraw their children from dedicated 'SRE' lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to 'SRE' will encourage dialogue between parents/carers and their children.

The school nursing team can play a key role in supporting the teacher in 'SRE' both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse.

Answering student's questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and pupil's research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal teachers will remind pupils about the ground rule. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

Monitoring, evaluation and assessment

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the 'SRE' programme will be evaluated by assessing children's learning and implementing change if required.

Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- [by making our commitment clear in the school prospectus
- [by placing 'SRE' on the agenda at the relevant governors' meeting
- [by inviting parents to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary department
- [by discussing and agreeing a consistent approach for pupils to be used at home and school
- [by inviting parents to a meeting where resources are available, and their use explained.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

