



Sex and Relationship Education Policy

Policy Creation & Review	
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ELLEN WILKINSON PRIMARY SCHOOL
SEX AND RELATIONSHIPS EDUCATION (SRE)POLICY

THE CONTEXT OF OUR SRE POLICY

Our Shared Beliefs about SRE

In our school we believe:

- SRE is lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the 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 support informed decision-making

Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE.
- Contribute their views and ideas in support of the development of SRE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when SRE is taught
- Understand their rights and responsibilities in relation to SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE Policy contributes to meeting local and national priorities as described in strategies such as:

- *Sexual Health Strategies*
- *Looked After Children*
- *Children and Young People's Plan*
- *HIV and Sexual Health Strategy*
- *Safeguarding and Child Protection*

INTRODUCTION

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing.

This SRE Policy will be made available to staff on the school network and on the school website.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010) that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from Ofsted and the Sex Education Forum.

Our SRE Policy is the responsibility of the governing body and has been developed by the PSHE Lead with the support of the Head teacher and reviewed by governors. It was discussed and ratified by the school governors in October 2014

OUR AIMS FOR SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes

- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- access additional advice and support.

Delivering Our SRE Curriculum

Our Curriculum for SRE (see Appendix) describes the elements which will be taught. The Curriculum is wholly consistent with the DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. Using the Jigsaw scheme we have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

- PSHE through designated lessons.
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, such as social skills groups, involvement in school trips and adventurous activities.

Specific Units of Work on SRE are planned into our teaching programme in every year group using the Jigsaw PSHE scheme. This is in a unit called 'Changing Me' which takes place during the summer term (see Appendix for details).

We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Coordinator.
- The PSHE Lead is responsible for reviewing and evaluating SRE at our school. The PSHE Lead will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the PSHE Lead who will, with support, provide lesson plans and activities for colleagues and plan INSET to meet staff needs.
- Governors hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the PSHE Lead and Head Teacher.

Teaching Methodologies

Ground Rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions

- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader and will make parents/carers aware of the question that was asked.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to a member of the ECM team in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and; in addressing 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 abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive 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.

Resources

We primarily use the Jigsaw PSHE Programme and the resources recommended within it when planning and delivering the SRE Curriculum. We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will

carefully select resources which meet these objectives. We carefully evaluate teacher resources, leaflets and videos, before using them. We select resources which:

- are consistent with the Curriculum for SRE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

Use of Visitors to Support SRE

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision.

We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS/CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Senior Leadership Team beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Confidentiality

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child 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. This often involves offering a greater level of confidentiality to children than school staff are able to 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 children are aware of the boundaries of confidentiality when beginning work with them.

Safeguarding and Child Protection

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection policy and will report the disclosure in line with the schools Safeguarding reporting procedures.

Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a safeguarding issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

Staff Training

Teaching SRE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. 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 Curriculum for SRE. We will also encourage the sharing of good practice. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors.

Role of Governors

This Policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the SRE Policy reflects the wishes of the parents and the views of our community. 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 every two years on the agenda of a governors' meeting.

Pupil Participation

We will involve children in the evaluation and development of their SRE in ways appropriate to their age.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our SRE programme and the areas to be further developed

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore; we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming SRE topics
- Inviting parents to learn more about resources and activities used in SRE annually
- Gathering parents' views on the SRE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the SRE programme as their child joins the school through the school website
- Providing supportive information about parents' role in SRE
- Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers have access to this Policy through the school website and hard copies can be provided on request.

Withdrawal

Parents and carers have the right to withdraw their children only from all or part of those elements of SRE which are not included in the statutory national curriculum Programmes of Study for

Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers wish to withdraw them.

Any parent or carer who wishes to withdraw their child should contact the Head Teacher to discuss the matter. In addition we commit to holding a parent information session annually for all parents so that they have a chance to discuss their concerns and view the materials so that they can make an informed choice. By adopting this approach, we rarely have pupils withdrawn from SRE, as by working in partnership with parents the importance of this aspect of their child's education is recognised.

We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk.) Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.

Monitoring, Evaluating and Reviewing Our SRE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE Co-ordinator and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.

This Policy will be formally reviewed every three years. The next review will take place in 2018.

Sensitive Issues

Puberty

We will teach about puberty in Years 4, 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis.

We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 4, 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

Menstruation

Boys as well as girls will need to understand menstruation. We divide the classes into single sex groups for these lessons

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce.

Children may ask direct questions about contraception, or may reveal knowledge (accurate or

inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's SRE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught SRE. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception. There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Appendix 1 – Curriculum Content

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle from the Jigsaw scheme of work. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to

		everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this