



HEBER PRIMARY SCHOOL

Sex and Relationship Education (SRE) Policy

1. Key contacts

SRE Lead: Caroline Bassett
Lead Governor: Joanna Watson

2. Dissemination

Key information from this policy will be incorporated into the induction material for new staff. The policy will be available on the school website

3. Purpose of SRE Policy

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with SRE
- Give a clear statement on what the school aims to achieve from SRE and why it thinks SRE is important
- Clarify the content and manner in which SRE is delivered

4. How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with parents and carers, staff and the pupils (school council)

5. 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). The DfES Guidance 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 states that SRE also involves:

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

6. 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
- Know where to get confidential advice and support
- Develop skills to resist pressure to have sex

8. Moral and Values framework

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Sex and Relationships Education (SRE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. 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 there is no stigmatisation of children based on 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

Timetable allocation: 60 minute lessons

Groupings: Mixed sex lessons from Reception to Years Single sex lessons from Years 5 – Years 6

SRE will be taught by the Class Teacher and other outside visitors e.g. school nurse. 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. Dedicated SRE lessons will take place SRE Week or during subject specific weeks or special events e.g. Science week, Health Week. The school uses teaching resources developed by the Christopher Winter Project.

Reception: Our Lives

Learning Objectives:

- To consider the routines and patterns of a typical day
- To understand why hygiene is important
- To recognise that all families are different

Year 1: Growing and Caring for Ourselves

Learning Objectives:

- To understand some basic hygiene principles
- To introduce the concept of growing and changing
- To explore different types of families and who to ask for help

Year 2: Differences

Learning Objectives:

- To introduce the concept of male and female and gender stereotypes
- To identify differences between males and females
- To explore some of the differences between males and females and to understand how this is part of the lifecycle
- To focus on sexual difference and name body parts

Year 3: Valuing differences and Keeping Safe

Learning Objectives:

- To explore the differences between males and females and to name the body parts
- To consider touch and to know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support

Year 4: Growing up

Learning Objectives:

- To explore the human lifecycle
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction

Year 5: Puberty

Learning Objectives:

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty

Year 6: Puberty, Relationships and Reproduction

Learning Objectives:

- To consider puberty and reproduction
- Consider physical and emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

In conjunction with teaching the Christopher Winter Project Scheme of Work the children will watch video clips from the Channel 4 programme "Living and Growing DVD Alternative Version". The children will only view programmes which are age appropriate and that are recommended for their specific year group.

- 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
- It should be recognised that 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.

*If a question is asked which does not relate to the Learning Objective of the specific Year group lesson, the class teacher has the right to inform the parents/ carers of the question. The question should be addressed by the parents/ carers alternatively will be addressed later in the SRE curriculum.
- The school nurse can back up information on puberty and sexual health seeing both the boys and the girls as a class and separately in single sex sessions (year 6). The school nurse can work with the class teachers to provide additional support with the lesson content. They can also provides links with primary care services such as local clinics.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course 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 their 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 are 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.

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 will be made 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 the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.

Teachers have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis). Sexual relationships involving children under 16 constitute a criminal offence. A sexual relationship between a teacher and any pupils at the same school is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the teacher and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a teacher being barred from further employment in the education service by the Secretary of State.

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/ in-house CPD/ 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/Carers and Child Withdrawal Procedures

On entry to the school, parents are 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 inviting parents/carers to discuss personal development when their child enters the school
3. 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 the Head Teacher, 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:

- School nurse and health professionals

16. Disseminating and Monitoring the SRE Policy

A copy of this policy will be available on the school website. Hard copies will be made available to parents on request. Copies will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

Practice will be monitored annually. It will be reviewed as appropriate as and when legislation changes.16.4
Date of next review: Autumn 2022

Approval and Review Record

Policy Approved by Governors on (date).....20/05/19.....

Signed by Chair of Governing Body/Committee:..........

(date).....20/05/19.....

Due for Annual Review by Governors (date)Sept 2020.....

