



Chantry Community Primary School

Sex & Relationship Education Policy

January 2015

Context

'Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower children and young people, build self-esteem, offer a positive and open view of sex and support sexual self- acceptance and mutual respect'.

Sex & Relationship Education; Guidance for Schools, East Sussex, Brighton & Hove 2003

Sex and Relationship Education (SRE) is firmly rooted in our school's Personal, Social and Health Education (PSHE) Framework and is also delivered as part of other curriculum areas such as Science and RE.

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.

As our vision statement sets out:

We believe in the concept of life-long learning. We aspire for our children to become confident, caring individuals who achieve personal success and develop a love of learning.

We believe every child should be helped to reach their maximum potential. Through all our teaching we aim to:

- Create a secure and caring environment in which children, staff and parents work together.
- Enable children to become resourceful, enquiring and independent learners.
- Support all children to progress in their learning.
- Nurture children's self-esteem and help them to build positive relationships
- Develop children's confidence and encourage them to respect the ideas, values and feelings of others.
- Provide opportunities for our children to co-operate and collaborate in their learning.
- Help children to understand they are part of a community, and encourage them to respect the environment in which they live.
- Show respect for all cultures and promote positive attitudes towards other people.
- Help each child appreciate the benefits and pleasure of a healthy life-style.
- Encourage and develop each child's creative ability as well as encouraging them to appreciate of the work of others.

- Help children grow into positive, reliable, and independent citizens.

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 understanding of diversity, personal choice, stereotyping and the effects of media
- the development of a range of personal and social skills including the self-respect and confidence to make informed choices
- the provision of factual information and the understanding of it

At Chantry Community Primary School SRE is underpinned by our ethos and values and we uphold it as an entitlement for all our children. 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.

Curriculum

The PSHE Curriculum is based on three core themes of **Health and Wellbeing**, **Relationships**, and **Living in the Wider World**.

Overarching concepts within these are:

- **Identity**
- **Relationships**
- **A healthy balanced lifestyle**
- **Risk and safety**
- **Diversity and equality**
- **Rights, responsibilities and consent**
- **Change and resilience**
- **Power**
- **Career**

Skills are built around:

- **Intrapersonal skills**
- **Interpersonal skills**
- **Skills of Enquiry**

These areas are embedded within the SRE curriculum. For specific Learning Intentions and skills development around SRE please see the PSHE Curriculum document available on our website.

Delivery

SRE is delivered through carefully planned Science/ PSHE based Learning Journeys and objectives are taken from the Curriculum recommended by the PSHE Association, an overview of which is laid out above. Our Programme of Study is taken from the *Christopher Winter Project, Laying the Foundations: Sex and Relationship Education in Primary Schools*, and *Living and Growing*. Class teachers adapt and differentiate the programme of study in line with pupil maturity and the needs of individuals within their class.

The content of the SRE programme will be delivered in a variety of ways :

- Safe and structured session.
- Discussion based activities (Circle-time, Distancing techniques, ground rules, reflection etc.)
- Interactive activities, videos or games and other methods of ICT
- Exploration of relevant artefacts (eg Sanitary products - Higher Key Stage Two)

Children with Special Needs are provided for in line with our Teaching and Learning, and Assessment policies. 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 are supported with development of skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.

The SRE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils. Parents / Carers are not able to withdraw their children from National Curriculum Science.

Statutory Requirements in Science with links to SRE for KS1 are:

- 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
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

Statutory Requirements in Science with links to SRE for KS2 are:

- Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The organisation of sex and relationship education

Leadership

The subject leader for PSHE is responsible for monitoring planning and review of the programme of study and ensures that appropriate resources and guidance for the teaching of SRE are in place.

The PSHE subject leader is responsible for keeping up to date with materials and guidance for SRE with support from the school for regular opportunities for training and leadership time given for reading and research. This information will be disseminated through INSET and CPD sessions in school. Teachers who need or request specific support may access this training to ensure high quality teaching in SRE.

Staffing

Class teachers will for the most part deliver SRE in their own classes due to their greater understanding of the needs, maturity and prior knowledge of their children. Support and training will be provided as appropriate, including for support staff and teaching assistants, to enable them to work with class teachers effectively, including dealing with unexpected questions or comments. In circumstances where gender specific issues are covered the teachers will work together to plan and deliver high quality provision. 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 are planned opportunities for single gender sessions to explore gender specific issues.

Although we respect the diversity of our staff and wider stakeholders the teaching of SRE is not influenced by personal beliefs and attitudes. 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.

Stakeholders

Governors

The governor for PSHE supports the PSHE subject leader in monitoring implementation of the SRE Policy. As with all policies the Governors have been consulted and have ratified the SRE Policy.

Parents

A curriculum leaflet for PSHE is sent home for parents to have an overview of the curriculum across the school as well as specifically for their child's year group, and a time provided for them to come in to view resources and find out further information from the class teacher and/or PSHE leader. Parents of children in Years 5 and 6 are invited to view and discuss materials used to support the teaching of Reproduction. Parents of younger children are informed prior to the teaching of SRE and a time is provided for viewing resources and for further information.

Children

Evaluations of children's learning in SRE take place at the beginning and end of each set of lessons with the children to explore what they found useful, what may have been difficult for them and the style of learning which they feel is supportive. Resources and their usefulness are also discussed to enable teachers to adapt their planning and pass information back to the PSHE leader and up to the following class teacher with regard to learning in this area.

Visitors

Appointments with the School Nurse for specific queries about changes children may be experiencing are available for children at the top end of the school. Other Health Professionals also provide support and interactive lessons as appropriate to topic. These sessions are delivered alongside the class teacher rather than in place of their provision. These visits raise the importance and profile of SRE and provide a scientific focus and Medical Perspective.

Confidentiality and child protection

Pupils are taught through age and maturity appropriate language, but the focus is on both teaching and using scientifically accurate language at all times. Examples of language introduced at different ages throughout the school are outlined in our SRE leaflet.

Confidentiality is explained clearly to the children in each session and kept to by adults unless concerns around safety arise.

Teachers and support staff understand that teaching SRE can lead to pupil disclosures of abuse. Staff are trained in child protection procedures and are aware who the nominated person is within our school to pass concerns and relevant information to. All staff and visitors involved in the delivery of SRE are clear that they cannot give unconditional confidentiality to children in school. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and support would be provided.

Religion and ethnicity

Where appropriate we recognise the diverse beliefs of our pupils and families including religious and minority ethnic communities, and we value and celebrate cultural diversity. There will be a range of views on SRE within every community so we will try to broadly represent those of our school community in line with our Race Equality Policy. We explore assumptions about beliefs and values and plan activities which challenge stereotyping. A range of teaching materials and resources that reflect diversity and develop inclusiveness are used.

Pupils and adults in our school may hold very different religious and cultural beliefs about SRE. Consultation and discussion with pupils, parents and community leaders take place if appropriate to ensure that cultural, religious and linguistic needs are considered and planned for.

Parents/Carers may exercise their right to withdraw children from SRE when taught outside National Curriculum Science, and will enter into discussion to explore options. However, the school recommendation is for all children to fully participate.

Linked Policies:

Child Protection Policy

Anti-Bullying and Friendship Policy

Equality Policy

Policy reviewed and updated: January 2015

Headteacher:

Date ratified by governors:

Chair of Governors:

Date of next review: January 2018