

WEST KIRBY PRIMARY SCHOOL

Sex and Relationships Education Policy Sep 2018

Please refer to national statutory guidance “Keeping Children Safe in Education, DfE” and “Working together to safeguard children, DfE”

For Wirral policies, procedures and guidance go to: wirrallscb.proceduresonline.com

Please refer to the following school policies for related information and guidance: Behaviour Statement, Staff Code of Conduct, Volunteer Policy, Safer Recruitment Policy, Child Protection Policy, Behaviour and Anti-bullying Policy, Health & Safety Policy, First Aid Policy, Intimate Care Policy, First Aid Policy, SEND Policy, SRE Policy, E-safety Policy, Acceptable Use of technology including Social Networking Policy, Whistleblowing Policy, WLSCB Prevent Policy

Curriculum requirement

In maintained Primary Schools, Governing Bodies and Headteachers must decide whether sex and relationship education should be included in their school's curriculum and, if so, what the educational provision should consist of and how it should be organised.

What is Sex and Relationships Education (SRE)?

The DfE guidance states that:

“It has 3 main elements:

● Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

● Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

● Knowledge and understanding

- learning and understanding physical development at appropriate stages; “

Taken from: The DfEE Sex and Relationship Education Guidance (2000)

Other related policies and documents include the Behaviour Management Policy, Anti-Bullying Policy, E-safety Policy and the Child Protection Policy which are available to download from the school website.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request (or to download from the school website) and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at West Kirby Primary School reflects the school ethos and demonstrates and encourages the following values:

Respect for self;

Respect for others;

Responsibility for own actions;

Responsibility for family, friends, schools and wider community.

Equal Opportunities Statement

This school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

During Key Stage One pupils learn to recognise similarities and differences between themselves and others, to identify and share their feelings with each other, begin to recognise safe and unsafe situations (including on-line) and to identify and be able to talk to someone they trust in school (such as their class teacher, teaching assistant or school learning mentor). They will be taught to consider right and wrong, how to manage safe and healthy relationships and behavioural boundaries including the NSPCC "underwear rule" (see Appendix)

During Key Stage Two, pupils learn to express different feelings appropriately and to share their feelings and opinions about relationships and bullying-including cyber-bullying. They learn how to listen to and support others including respecting other people's viewpoints and beliefs.

Children learn to recognise their own worth and to identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding. Most of the teaching takes place through science or PHSCE and assemblies.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health & Citizenship Education (PSHCE) and science. At West Kirby Primary School the *main* content is delivered through PSHCE and science lessons.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Parents are invited to school to view the resources and discuss the content of the lessons addressing the changes associated with puberty prior to the lessons being delivered to pupils each year in Upper Key Stage 2 (Years 5 & 6).

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

The role of visitors: School Nurse

The School Nurse is usually invited in to school because of the particular expertise or contribution they are able to make in relation to developing older pupils' knowledge and understanding of the changes associated with puberty.

All visiting professionals supporting the delivery of SRE will be familiar with and understand the school's SRE policy and work within it; All input to PSHCE lessons are part of a planned programme and negotiated and agreed with staff in advance;

All visitors are supervised/supported by a member of staff at all times;

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE- Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Designated Lead Professional for Safeguarding- in our case, this is the Headteacher.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Lead Professional for Safeguarding (in our case, the Headteacher), before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Withdrawal from lessons

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later &/or shared with parents with the child's knowledge. The school believes that individual teachers must use their skill and discretion in this area and refer to the Lead Designated Officer for Safeguarding (the Headteacher) if they are concerned.

Sexual Identity and Sexual Orientation

West Kirby Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

The SRE policy is shared with all staff, parents and Governors through the school website and is available from the School Office on request.

Assessing and Monitoring

The SRE policy is to be reviewed every 2 years and appropriate amendments to be made where needed.

Information and feedback from stakeholders will be taken into account in the review of the SRE policy to ensure effectiveness and relevance

Thanks to Hextable Primary School for the policy model

Date of Policy: Autumn 2018

Date for review: **NB: Review pending update advice from DfE due shortly**

Reference:

www.nspcc.org.uk

Keeping your child safe and the Underwear rule- see below

LEARN THE UNDERWEAR RULE



AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS THAT UPSET YOU

S PEAK UP, SOMEONE CAN HELP



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