

## Finstall First School

### Policy on Sex and Relationships Education

Person Responsible: Stuart Evans (Head Teacher)

This policy has been written in consultation with governors, staff and parents/carers.

#### **Context/Introduction**

'All schools must have an up to date Sex and Relationships Education (SRE) policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly'

*Sex and Relationship Education Guidance (DfEE 0116/2000)*

#### **Definition**

SRE 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 SRE does not make young people more likely to become sexually active at a younger age.

#### **Our School's Vision**

"We care, we share, we learn and achieve"

Our Aims:

To provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.

To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.

To recognise, accommodate and support the needs of all individuals.

To help everyone to make appropriate choices through praise, encouragement and by leading through example.

To treat everyone with respect, encourage self respect, listen to and value everybody's opinions, contributions and ideas.

To provide an open school that promotes health and well being and continually develops effective partnerships with parents and the wider community.

To ensure that effective leadership and management enables us to continually improve all aspects of our school through systematic, rigorous self evaluation.

To provide access to high quality professional development in order to keep abreast of, and assist in the implementation of, new initiatives.

To make school fun for everybody.

**By striving to achieve our aims, we hope to realise our Vision.**

### **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

The governing body and Head Teacher have consulted with parents/carers, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier, safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how SRE is delivered, monitored and evaluated in the school
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support

### **Policy Development, Dissemination and Review Process**

This policy was drafted by the Head Teacher in consultation with the PSHE co-ordinator, SEN co-ordinator, a parent/carer representative, a governor representative and the school nurse. The teaching and non-teaching staff had the opportunity to discuss it at a staff training session. The policy was then ratified by the governing body.

The policy is made available, via the school office / intranet, to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE. Parents / carers are invited to view the policy via the School's Website.

[www.finstallfirst.co.uk](http://www.finstallfirst.co.uk)

The policy will be reviewed every year by the Head Teacher in consultation with the above representatives.

### **Values Framework**

As part of SRE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. However, we also recognise that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's gender, religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

### **Equal Opportunities**

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE, we seek to develop a positive view of female and male sexuality. It is our intention that 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.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

### **Use of visitors**

'Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.'

*Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11*

Visitors to school, such as parents / carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

### **Terminology**

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

### **Learning Outcomes for SRE within the School**

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotional changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (*for example, marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example, listening, supporting, caring*).

### **The Organisation of SRE**

SRE is co-ordinated by the PSHE and Citizenship co-ordinator and is taught within the PSHE programme at Key Stages 1 and 2. Some biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. SRE within PSHE is taught extremely sensitively by the class teachers.

A range of teaching methods are used to teach SRE. These include use of small group work, the media, discussion and case studies. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. SRE is delivered in mixed gender groups. The programme content has been agreed in consultation with governors, parents/carers, LA advisors and teaching staff throughout the town of Bromsgrove.

The main resource for SRE, which is mainly covered in Year 4 at Finstall First School, is a unit of work from the Jigsaw Scheme of Work for PSHE.

### **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the PSHE co-ordinator or senior pastoral lead.

### **Safeguarding/Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. Should such a disclosure be made, staff will follow the School's Safeguarding procedures, as detailed in the School's Safeguarding Policy.

### **Liaison with Feeder Schools**

Annual pyramid meetings allow liaison to ensure effective progression in SRE over transition.

### **Withdrawal of Students from SRE and Complaints Procedure**

The school includes information on SRE on the School website and full details are available on request. The school will inform parents/carers when aspects of the SRE programme are taught and will provide opportunities for parents/carers to view the resources being used.

Parents are informed of their legal right to withdraw their child from SRE via the School website and by letter. Any parent wishing to withdraw their child is encouraged to make an appointment with the class teacher or the Head Teacher to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Head Teacher.

### **Monitoring and Evaluation of SRE**

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Parents'/carers' views are invited at parents' evenings, through specific meetings about the delivery of SRE and through feedback forms. The PSHE co-ordinator holds an annual review meeting with the school nurse and the senior pastoral manager in order to review the evidence and plan the next year's programme. Any staff development needs will also be identified.

This policy was approved by Governors, having taken into account the views of parents, on: 5<sup>th</sup> June 2019

This policy will be reviewed again in May / June 2020

Governor Responsible: Julie Sadler