

Chalkhill Primary School



Sex and Relationships Education (SRE) Policy

Date – February 2017

Next review – February 2019

Introduction

Chalkhill Primary School's Sex and Relationships Education Policy is based on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex and relationships education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care' and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

The SRE policy is closely linked with the school vision and aims, which is to provide a safe, secure and healthy environment where all children are encouraged to be independent learners and thinkers.

Our aim for every child is to:

- ❖ Be happy, safe, healthy and challenged
- ❖ Make good or better progress to reach their potential through the school day as well as extended school activities
- ❖ Have opportunities to excel through a diverse, balanced and exciting curriculum
- ❖ Develop skills to become lifelong learners taking responsibility for their own learning and developing inquisitive minds
- ❖ Be equipped with life skills to succeed in any environment
- ❖ Respect themselves and others and have an awareness of environmental issues and how they affect us
- ❖ Develop holistically – academically, socially and emotionally
- ❖ Work in partnership with parents and the community to provide life experiences
- ❖ Develop and maintain a close working partnership with parents in all areas of school life

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils:

- Every child is entitled to receive high-quality SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, and social circumstances.
- 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 opportunities for support or challenge if required.

This will be achieved by:

- creating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate;
- making SRE an integral part of our PSHE curriculum;
- using circle time and the setting of ground rules to foster trust, security and openness;

- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils;
- delivering the SRE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Moral and Values Framework

Sex and Relationship Education includes supporting young people in developing self-confidence, exploring moral issues and in preparing for physical and emotional changes into adulthood. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education.

We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community where each individual is encouraged to make a valuable contribution.

Aims and objectives

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled to;
- clarify/reinforce existing knowledge;
- help children to develop self-respect, self-esteem and confidence, especially in their relationships with others;
- help pupils develop language, decision making, choice and assertiveness skills;
- empower pupils to be active members of society and to value themselves and others;
- develop personal resilience to cope with the influences of their peers and the media;
- encourage them to take responsibility for their own actions;
- show pupils where and how to access accurate information and support;
- respect and care for their bodies;
- develop skills for a healthier, safer lifestyle including an understanding of the importance of health and hygiene;
- prepare pupils for puberty by giving them an understanding of reproduction and sexual development; and
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate

The National Healthy School Standard

The school participates in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we aim to:

- consult with all stakeholders on all matters related to PSHE and SRE;
- train and support teachers to deliver effective and age-appropriate SRE;
- listen to the views of the staff and children in our school regarding SRE;
- look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach certain elements as part of the science curriculum; these are underlined below. SRE will also be taught through PSHE sessions, which follow the Brent scheme of work. (Refer to Science and PSHE Schemes of Work)

EYFS

As part of the Early Years Foundation Stage, children will learn about the concept of male and female and about young animals, including how they have grown from a baby. In ongoing PSHE work, they will learn about why it is important to keep clean, healthy and safe. Pupils will also develop skills to form friendships and relationships with others.

Key Stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- To understand the importance of personal hygiene
- How to maintain good health through healthy eating and exercise
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.
- In RE and PSHE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the changes that take place at puberty
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and 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.
- In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- Develop skills needed to form relationships and to respect other people's emotions and feelings.
- Consider how to make simple choices and exercise some basic techniques for resisting pressures.

Transition Years

In Year 5 and 6, the school will continue to support pupils' ongoing emotional and physical development effectively by delivering a bespoke presentation including:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived.

In this instance, parents will be informed of the presentation and are invited to view the presentation and ask any questions before-hand. The presentation will be delivered in single gender groups.

The organisation of Sex and Relationship Education

Sandra To (PSHE lead) will be responsible for coordinating sex and relationship education. This will be delivered through Science, RE, PSHE, literacy activities, and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as healthcare professionals. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Resources

A range of teaching methods and resources, which involve children's full participation, are used to teach sex and relationship education. These include class discussions, looking at case studies, drama and role-play. Resources to teach sex and relationship education may include fiction, reference books, leaflets, extracts from videos, and the use of dolls and puppets. All classes have a question or worry box, where children can ask any questions anonymously.

Dealing with questions

All staff will use their professional judgement in deciding the best way to answer questions related to SRE. Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupils concerned.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils who do not wish to give out personal information in class can speak to someone they trust after the lesson, e.g. class teacher, Place2B, safeguarding lead.

Types of questions:

1. 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
2. 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or if they want school to answer. In the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- inform parents about the school's sex education policy and practice through the school website and parent forums;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

Parents and carers have the right to withdraw their child from some, or all, sex and relationship education lessons, but not statutory Science lessons. However, if parents are considering withdrawal of their child, they should first talk it through with the class teacher before making a final decision.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education programme.

Confidentiality

Teachers deliver sex and relationship education in a sensitive manner and in confidence. However, if a child has made a disclosure, the teacher will record it in the class incident book and then inform the school's designated safeguarding lead, who will then deal with the matter in consultation with other health professionals. A member of staff cannot promise confidentiality if concerns exist. (See Safeguarding Policy)

The role of the headteacher

It is the responsibility of the headteacher and PSHE lead to ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Monitoring and Evaluation

Sex and relationship education monitoring and evaluation is the responsibility of the PSHE lead, headteacher and link governor. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning in the following ways:

- Lesson observations, learning walks, planning and work sampling
- Teacher assessment and evaluations of the pupils' learning
- Feedback from staff, pupils and parents through discussion and questionnaires

Policy review

The Curriculum and Personnel Committee of the governing body reviews our sex and relationships education policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The committee gives serious consideration to any comments from staff, parents and pupils about the sex and relationship education programme, and makes a record of all such comments.

This policy document will be shared with staff and parents. It will be placed on the staff notice board and posted on the school website following approval by the full governing body. Any changes will be reflected in the school prospectus. SRE issues will be included in the induction programme for all new members of staff.

Links to other policies: PSHE, Science, PE, Food Policy, E-Safety, Safeguarding, Behaviour, Equal Opportunities

Signed:

Date: