

Greenway Primary
& Nursery School



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Relationships and Sex Education (SRE) Policy

Date approved: 6 October 2015.

Date of Review: Spring term 2016

RATIONALE

We believe that all our pupils are unique and valued individuals and intended to experience life to the full. We share with parents and carers the responsibility to provide SRE for our pupils, to prepare them for the opportunities, responsibilities and experiences of adult life, in modern Britain.

We are therefore committed to delivering a high-quality SRE programme as an integrated part of the school curriculum (primarily PSHE and Science) in such a way that it is relevant to the level of physical and emotional maturity of each pupil, is age appropriate and delivers the outcomes of being healthy, staying safe and enjoying and achieving.

AIMS AND OBJECTIVES

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

In our SRE we aim to:

- Work in partnership with parents/carers
- Teach SRE within a moral framework which reflects the school's ethos, our community and British values as well as government guidelines
- Follow DfEE guidance based on the Secretary of State For Education's 2000 guidance on Sex and Relationships Education (SRE) for the 21st Century
- Follow guidelines regarding Confidentiality and Child Protection
- Develop attitudes and values that
 - show care and sensitivity towards other people and their needs and views
 - acknowledge and understand diversity with regard to religion, culture and sexual orientation
 - value family life and the importance of stable, loving, caring relationships for the nurture of children
 - recognise the importance of the family unit for all its members
 - respect oneself and others and demonstrate loyalty and trustworthiness in relationships
 - take responsibility for one's actions in all situations
 - explore and consider moral dilemmas as part of decision making
- Develop personal and social skills that
 - enable pupils to manage emotions and relationships confidently and sensitively
 - enable pupils to make well informed, responsible decisions about their lives
 - enable pupils to keep themselves and others safe and to recognise and avoid exploitation and abuse
- Develop knowledge and understanding of
 - human sexuality, puberty, reproduction, emotions and relationships
 - one's own identity

Roles and responsibilities

The **governing body** will:

- be responsible for our SRE policy
- ensure that age appropriate sex education is included in the curriculum
- seek the advice of the headteacher on this policy, keep it up to date, and make it available to parents/carers
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage and stable relationships.

The **headteacher** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- age appropriate teaching materials are used
- a scheme of work is agreed and implemented
- parents/carers are informed about the programme for sex education before it commences.

Staff who teach relationships and sex education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- create a safe and positive environment through agreed Ground Rules and a contract written up in collaboration with a class and their teacher. E.g. discussions about behaviour, not people
- acknowledge things may make people feel uncomfortable
- participate in training and work alongside other professionals e.g. school nurse to provide sex education in line with the school curriculum policy
- implement the agreed scheme of learning
- exercise their professional responsibility in previewing teaching material prior to use
- respond appropriately to those pupils whose parents/carers wish them to be withdrawn from sex education.

Parents and carers

The school is committed to working in close partnership with parents and carers who we recognise are the key people in teaching their children about relationships and sex. The school's programme will complement and build on this co-operation with home. Parent Forum will be informed and involved in implementing our SRE policy and there will be whole school, information sessions planned for parents.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum for Science. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents/carers should consult with the Headteacher to discuss appropriate arrangements.

The DfE has produced a free leaflet for parents/carers entitled 'SRE and Parents.' Copies can be obtained from Teachernet <http://publications.teachernet.gov.uk/>. (Document Reference: DfES 0706 2001). Parents attention will be drawn to this on an annual basis.

The teaching programme for SRE

The school will teach those parts of the statutory National Curriculum relating to sex education at a stage appropriate time.

All children will have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision as required. This will be delivered mainly through PHSE by classroom teachers, but will also include a cross-curricular approach through science, ICT, R.E, Citizenship, Anti-bullying and behaviour policies. This may involve the use of external professionals such as the school nurse, when appropriate.

Teaching will include an age (and development) related, baseline assessment of what children already know about SRE.

A range of teaching methods to engage pupils will be used and may include the use of film TV clips, discussion, puppets/dolls, looking at case studies, drama and role play.

Relationship and sex education will usually be delivered in mixed gender groups however, there may occasions when single gender groups are more appropriate and relevant.

In Science (Year 5) the children will describe the changes that occur as humans develop to old age; including the changes experienced in puberty.

In Key stage 2 during Year 4, the School nurse delivers a puberty talk to the girls where their Mums or family female member are invited to attend with their daughter. In Year 6, Parents are invited to a meeting to inform them of the curriculum delivered to them and have the opportunity to view the resources and ask any questions before this is delivered to the children.

Child protection and 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 the disclosure of a child protection issue. In such circumstances the teacher will immediately inform the Designated Safeguarding Person (DSP). No promise of confidentiality can be made to the child in such circumstances.

The school will ensure children know where to get help on personal concerns such as abuse and sexual health both inside and outside school.

Any 'visitor' to the classroom is bound by our school's policy on confidentiality and all visitors will be made aware of this. Appropriate opportunities will be made for pupils to access confidential support after the lesson if needed.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering difficult or sensitive questions. Therefore, this will be provided by an agreed whole school approach to answering

questions, including sensitive issues. Children will have the opportunity to ask any questions / share any worries or concerns by putting these in an 'Ask It Basket' in each classroom. This also ensures a suitable 'time and place' can be provided to answer and address sensitive questions and concerns.

Teachers will endeavour to answer questions/ worries as honestly as possible but if faced with questions they do not feel comfortable answering in the classroom, provision will be made to meet the individual child's needs.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of the SRE programme.

Monitoring and evaluation

Monitoring is the responsibility of the Headteacher and PSHE Co-ordinator who will assess the quality of teaching and learning and evaluate the implementation and impact of this policy. This will then be reported to the Curriculum Committee of the Governing Body.

POLICY REVIEW

This policy will be reviewed as part of the school's policy cycle or when there is a change of Subject co-ordinator or following an agreed change to practice. This will be done by the Subject co-ordinator in consultation with the Head Teacher, staff and governors.