

St. George's C of E Primary and Nursery C of E School

Sex and Relationship Education (SRE) Policy

Member(s) of staff responsible: Louise Ellis

Definition of SRE/Rationale

It is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching (DfEE Guidance 0116/2000).

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014)

St. George's Primary C of E School will ensure:

- That the governing body of the school keeps an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order.
- School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date SRE policy which must be made available to parents. (Learning and Skills Act, 2000).
- That Parents/Carers have the right to withdraw their children from SRE lessons (Education Act 1996 & Learning and Skills Act, 2000).
- Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) & Section 4.2 of The national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The RSE policy will be linked to the following policies and should be read in conjunction with;

- Confidentiality policy
 - PSHE Policy
 - Safeguarding Children Policy (including e-safety)
 - Drug Education Policy
 - Inclusion Policy
 - Visitor Policy
 - Anti-bullying Policy
 - Equal Opportunities Policy
 - SEN Policy
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- Staff Performance Management Policy (Staff will be encouraged to participate in additional SRE/PSHE training to ensure that delivery of RSE is up to date, relevant and timely.

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.

Moral and Values Framework

The SRE programme at St.George's C Of E Primary and Nursery School reflects the school's Christian values and demonstrates and encourages the following:

Respect for self;

Respect for others;

Responsibility for their own actions;

Responsibility for their family, friends, schools and wider community

Equal Opportunities Statement

The 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.

This will be achieved by:

- generating 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 programme.
- 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.

How does SRE link to other curriculum requirements?

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act. This gives schools a very clear remit to provide SRE and PSHE. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

Coverage

As part of the Foundation Stage, children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and think about 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.

- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them
- 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.

Full details and coverage by year group can be found in the St. George's SRE curriculum.

Sex Education in National Curriculum Science.

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. From Sept 2014, Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they will also learn about the changes in puberty (year 5). The programme of study is set out year by year, but content may be introduced earlier if relevant to pupils' needs.

Delivery

SRE will not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At St. George's Primary School the *main* content is delivered in PSHE lessons. A timetabled SRE programme, with clear learning outcomes, ensures regular and repeated input that builds year on year. Consideration for lesson clashes will be given to ensure pupils who may be absent do not miss out.

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. Teachers will discuss a working agreement or establish ground rules to help create and maintain a safe learning environment.

Language

In upper KS2, teachers will use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicle. Ofsted provides full support for this approach (2013) in order to allow children to use the correct vocabulary should they need to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in SRE and will have benefits for the whole school community - both in and out of lessons. Staff at St. George's endorses a whole school approach discouraging the use of the word 'gay' in a derogatory fashion. Children will be reminded that using the word 'gay', to mean something is rubbish is and wrong.

Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil 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 should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

Difficult 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 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.

External visitors

External visitors contributing to SRE may include school nurses, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities, members of a faith or community group. If external visitors contribute to SRE they will be selected because they have the right skills and experience to make a unique contribution and add value. An external visitor will not be used as a substitute for a teacher. They will comply with the school policy on confidentiality and safeguarding.

Specific Issues within SRE - Withdrawal

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 Head/Deputy teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Child protection and confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head teacher/designated child protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist but can offer reassurance that the child has been listened to and that their distress is recognised.

How will SRE be monitored and evaluated?

- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance
- The policy will be monitored by the Head Teacher and the governors.
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

The SRE subject leader will lead a review of this policy in 2016 or prior to that if there are significant staff changes.