



Stonesfield Primary School

SEX AND RELATIONSHIP EDUCATION POLICY

INTRODUCTION

Background Information

Stonesfield School is a community school with most children living locally in the village. We have 7 single year groups from Foundation to year 6. Our school population is predominantly white and homogenous with approximately 10% of our pupils being included on our Woodstock partnership register for vulnerable children. This policy has been evolved as part of a whole school ethos to develop healthy children with high esteem who are able to take responsibility for their own learning and actions. It describes current practice in Sex and Relationship education (SRE).

School Ethos

The philosophy of our school is to provide a supportive and nurturing environment in which all pupils and staff are encouraged to develop their knowledge, skills, attitude and understanding about drugs and appreciate the benefits of a healthy lifestyle.

Provision of SRE at our school takes account of pupil's views and opinions so that it is both appropriate to their age and ability, and relevant to their particular circumstances.

Rationale

It is acknowledged that our school community plays an important role in providing SRE and pastoral support to all pupils. SRE is an important part of a child's preparation for adult life. It offers a valuable vehicle for promoting equality between individuals and groups. It involved an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. Aspects of SRE are taught as an integral part of the school's PSHE and Science provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

External Guidance and Advice

The school actively co-operates and seeks support with other agencies such as Social and Health Care Service, Local Education Authority, Health and other appropriate Drug Agencies to deliver its commitment to SRE. In all our planning and responses to SRE issues we take careful account of LE and national guidance, in particular SRE: Guidance for Schools DFES 0116/2000.

The Policy Statement

SRE is embedded in the PSHE curriculum and aims to help children to develop:

- Self-esteem and self-awareness.

- The skills needed for successful relationships.
- A positive attitude towards difference and diversity.
- An understanding of their own and others' rights.
- Emotional literacy.
- The ability and confidence to make informed choices.
- The knowledge, skills, understanding and attitude to optimise their health.
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm.
- An understanding of their own and others' values and beliefs.
- An individual to moral framework that will help them to make well considered decisions.
- A discerning eye for the messages they receive from the media.
- A positive attitude towards their body and sexuality.
- The ability to access help and support.

SRE gives pupils accurate information about sex and relationships, and allows them the opportunity to develop life skills and an individual moral framework that allows them to make positive use of that information.

In a world where children receive information about sex and relationships from a variety of source, many of which are inaccurate or 'unhealthy', primary school SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme.

SRE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them with the process of puberty and help them to understand issues relating to sex and reproduction.

Primary school SRE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex.

Primary school SRE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children to feel more comfortable about these matters. This therefore will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication - with a partner and/or sexual health services.

Legal Requirements

The law in relation to SRE states: 'The governing bodies of schools are required to keep an up-to-date SRE policy that describes the content and organisation of SRE provided outside the National Curriculum Science Orders'.

'Parents/carers have the right to withdraw their children from SRE lessons'.

Relationship to Other School Policies

This policy is linked to other school policies such as:

- Confidentiality
- Safeguarding Children Policy
- Drug Education Policy
- SEN Policy

- Behaviour Policy
- Medicines Policy
- Anti-bullying Policy
- Equal Opportunities Policy

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE, and aims to provide a secure framework within which staff can work.

Audience

Those who should read the policy are:

- Staff
- Parents/carers
- Governors
- Visitors to the school.

This policy is referred to in the school's prospectus where parents and carers are also informed of their right to withdraw their child from SRE lessons. A free copy of the SRE policy is available on request from the school.

Our SRE programme aims to provide children with:

- The skills needed for successful relationships.
- A moral framework that will guide their decisions and behaviours.
- Opportunities to understand and celebrate difference and diversity.
- An understanding of their own bodies.
- The confidence and know-how to seek help and advice
- Self-esteem, self-awareness and emotional health.
- An awareness of the right they have over their own body
- God communication skills – including assertiveness
- The skills and knowledge to make informed choices.
- The ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else.
- The ability to take responsibility for, and accept the consequences of, their own actions.
- The knowledge to reduce the risks to their own health and the health of others.

Moral and Values Framework

Our primary school teacher SRE within the following moral and values framework which promotes:

- Self-respect and respect for others.
- Empathy, mutual support and cooperation.
- Honesty.
- Responsibility for personal actions.
- An awareness of the uniqueness of individuals.
- Respects and acceptance towards others who may have different backgrounds, cultures and sexuality.
- An awareness of not making assumptions about others.

- The right of people to hold their own views (as long as these views do not impact on the rights of others).
- The right not to be abused or taken advantage of by other people
- The right to accurate information about sex and relationship issue

Equal Opportunities

Our primary school is committed to the provision to all its pupils. Equal time and provision will be allocated to all pupils with the exception of pupils with special needs, who will be given extra support if required. Our SRE programme is inclusive and acknowledges and accommodated the diversity within any group of people in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

Content

NEW National Curriculum Science at Key Stage 1 and 2. .

Key Stage 1

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Notes and guidance (non-statutory) Year 5

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

In **Year 5** children will have a session in the summer term in relation to hygiene. This will be led or supported by the School Nurse and the class teacher and may include watching the video ‘Some bits just aren’t nice’. Girls and boys will then be given short (separate) talks on physical changes of puberty (including menstruation).

In **Year 6** children will have two sessions (delivered in the summer term). This again will be led or supported by the School Nurse and the class teacher. The first session will relate to how babies are conceived and grow. This may include watching a video such as ‘How babies are made’ (Channel 4). The second session will be a Question and Answer Session to respond to any issues arising from the first session and changes of puberty.

The content of the programme was decided after a consultation with staff, pupils, parents/carers, governors and external; agencies took place. Local and National guidance was considered.

SRE resources are chosen and checked for:

- Inclusivity.
- Positive, healthy and unbiased messages.
- Age appropriateness.

- Promoting positive values.
- Accuracy.
- Being up-to-date.

PHSCE

From the introduction to the New National Curriculum

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education

- 1.1 Every state-funded school must offer a curriculum which is balanced and broadly based¹ and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
 - All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in **secondary** education.

ORGANISATION

Delivery of SRE

SRE is embedded in the PSHE and the science curriculum with specific SRE lessons being taught in the summer term.

SRE is delivered predominantly by the pupils' class teacher. In Years 5 and 6, the School Nurse where possible enhances the programme by delivering informal sessions on the changes of puberty and 'how babies are made'.

Occasionally, appropriate and suitably-experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of SRE in our school. Our school has a code of practice for visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's SRE Policy and work within it.
- All input into PSHE lessons is 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.

- The School will continue to liaise with the local secondary schools (Marlborough) to ensure that the programme for SRE is continuous at Key Stage 3.

Monitoring and Evaluation

The SRE programme is monitored and evaluated by:

- Discussions and feedback from parents and children

Assessments of SRE delivered outside the specific SRE curriculum (Science/PSHE) is conducted through the monitoring and observation of pupils learning with reference to:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Informing Parents/Carers of the SRE Programme

Before any year group embarks upon its SRE programme, parents/carers are informed by letter of their right to withdraw their child from SRE lessons. They are given an overview of the topics that child will be covering. Parents/carers are also reminded that they can have a copy of the school's SRE policy on request.

SPECIFIC ISSUES WITHIN SRE

SEND

The SRE curriculum may need modification for pupils with SEND in consultation with their parents.

Withdrawal of Pupils

Parents/carers have the right to withdraw their child from all or part of the SRE provided at school except for those parts included in statutory National Curriculum (Science). Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact withdrawal may have on their child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carer who wishes to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Safeguarding Children and SRE

SRE may bring about disclosures of safeguarding children issues and all staff are familiar with the procedures for reporting their concerns. In these cases, the school's safeguarding policy needs to be referred to.

Confidentiality and SRE

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believed that the child is at risk or in danger, they talk to the named child protection coordinator who may or may not confer with the headteacher before any decision is made (this is generally considered good practice). Our school will offer absolutely no confidentiality – and make clear to both pupils and parents/carers that this is the case. For

example, we would pass on information about a parent/carer breaking the law if it were disclosed to us – even if the child was at no risk from harm.

How our School deal with Explicit Questions

Our school will:

- Answer all questions asked (see later points - this does not mean giving an answer to inappropriate or difficult questions. The teacher may speak to the child individually or refer the child to their parents).
- Answer only those questions that relate directly to the agreed programme/lesson.
- Make it clear, through ground rules, that nobody should ask personal questions and no-one. Teacher, or pupil, will have to answer a personal question.
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage).
- Use a question box (a box in the classroom to which pupils can 'post' written questions). It will be decided whether to not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- Allow individual staff to use their professional judgement to answer questions in front of the whole class or individually.
- Encourage pupils to ask their parents/carers any question outside the planned programme.
- With the pupil's permission, inform parents/carers about questions their child has asked.
- Make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme. Parents/ carers will be informed of their decision I the school prospectus so that they can exercise their right for this not to happen with their child.
- Tell pupils that their question will be answered in a later part of the SRE programme (if necessary).

Acceptable and Appropriate Language for use in SRE Lessons

All staff will:

- Use the correct term for all body parts sat hi is deemed good practice.
- Openly teach pupils what 'slang' words mean and that some are offensive.
- Avoid the use of any slang.

Ground Rules Specific to SRE

- Respect will be shown at all times.
- No personal questions are acceptable in SRE lessons.
- If it is perceived that anyone is at risk from harm, another adult will need to be told.
- Strategies will be developed to ease embarrassment if it occurs.

Single and Mixed Sex Groups

All pupils will learn about both sexes. However, where possible, opportunities will be made for pupils to discuss matters further in single-sex groups or individually.

DISSEMINATION OF THE POLICY

This policy will be shared with all staff. A copy will be provided to governors parents/carers on request.

Policy Review

This Policy will be reviewed every two years.