



Sex and Relationships Education Policy

November 2016

Persons Responsible: Mr

Governors:

Formally adopted by IAB:

Review date:

This policy has been developed in accordance with –

- DfE:- SRE guidance 2000 (Ref: DfEE 0116/2000)
- Brook/PSHE Association/Sex Ed Forum document:-Sex and Relationships Education (SRE) for the 21st Century, March 2014 (supplementary advice)

Introduction

This policy has been updated in accordance with the above documents. A new SRE scheme of work for Reception to Y6 has been purchased and is included in the PSHE overall scheme of work.

The scheme (CWP Teaching SRE with Confidence in Primary Schools) is highly recommended by the PSHE association and has been used successfully in many primary schools.

This policy will be reviewed every two years or as needed to reflect any changes in legislation.

Ethos

The school ethos is based on providing a safe and secure child centered environment in which all are able to maximise the children's full potential.

Our school's aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils with a sensitive response to all aspects of SRE.

The context for Sex and Relationships Education within the PSHE curriculum.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We believe that pupils have an entitlement to learn about sex and relationships as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity

Our aim is to:

- provide an effective SRE programme which meets the needs of all our pupils;

- provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality.

Organisation and planning

Class teachers will deliver the sessions as set out in CWP 'Teaching SRE with Confidence in the Primary School.'

A staff meeting has been held to explore the sessions and to guide teachers to the relevant resources for the lessons.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, circle time, group work, drama and role play.

Teachers should follow the plans for their year group in the new CWP scheme and deliver them over the second half of the summer term. All teaching materials required are integral to the scheme and are saved in the staff drive under 'SRE Scheme of Work'.

Assessment should be planned as an integral part of teaching and learning. It should be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHE to ensure that teachers are confident and skilled in the effective delivery of SRE.

We believe that the class teacher is the most appropriate person to deliver the SRE programme. However, staff will work closely with the School Inclusion Team as necessary with support of the delivery of the programme. This is most likely in Y5/6. The School Inclusion Team is fully aware of and involved in the development of the SRE programme, its aims and objectives.

Legal aspects relating to SRE and cross referencing to other policies.

Some elements of SRE, as set out in the National Curriculum 2014, are statutory and mandatory for all pupils.

In addition our curriculum will take into account the following government guidance:-

- Young people must learn about the nature of marriage and its importance for family life and the bringing up of pupil.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- Parents have the right to withdraw their pupil from the non-statutory elements of SRE.
- Both mainstream schools and special schools have a duty to ensure that pupils with special needs and learning difficulties are properly included in SRE.

As with all curriculum areas the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.

- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- To advance equality of opportunity between people who share protected characteristics and people who do not share it
- To foster good relations between people who share a protected characteristic and people who do not share it.

Creating a safe environment for teaching and learning.

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate (i.e. questions about a teacher's personal life or of a sensitive nature) and will not be answered.

There are useful 'tips' from CWP as to how best approach some issues/questions within the sessions – see teachers' guide below.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions will require parental involvement.

Confidentiality

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures.

Staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about.

However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Child Protection & Safeguarding Procedures, which are in line with Rochdale Borough Safeguarding Board Procedures.

The SRE lead is also the Safeguarding lead and is well trained in areas related to both policies.

Staff will always challenge any inappropriate comments or any behaviours which could be seen as homophobic bullying, gender stereo typing or resulting from perceived differences.

Working with parents or carers.

We as a school will work closely with parents and carers to raise the awareness of the breadth of SRE, how and when it is taught in school.

The policy and programme of work is available to all parents and carers upon request.

We acknowledge the right of parents/carers to withdraw their child from those aspects of the SRE programme not included in the NC science.

However, we encourage all parents who have concerns to discuss these with the Head teacher or Deputy. Quite often, when parents review the materials and aims of the lessons they realise there is no need to withdraw their child from SRE.

Monitoring and evaluation.

The school is committed to delivering effective SRE for its pupils and recognises the value and importance of monitoring and evaluating the provision of SRE and the way in which all individuals are supported.

The school has established an on-going process of monitoring the SRE programme through the work of the PSHCE Co-ordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback.

The PSHCE co-ordinator reports findings to the SLT on an annual basis in order to inform future planning.

SRE Policy – Biggin Hill Primary 2016

This policy will be reviewed on a two yearly basis and amended according to DFE and LA guidance.

Link for

Sex & Relationships Education (SRE) for the 21st Century (Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

www.sexeducationforum.org.uk/media/17706/sreadvice.pdf

Below are relevant sections of the Teachers' Guide and Curriculum Overview from our scheme 'Teaching SRE with Confidence in Primary Schools'

Introduction

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This is the 3rd edition of Teaching SRE with Confidence in Primary Schools, a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. As well as using this opportunity to introduce an additional year group (Reception) we have also included more focus on safeguarding / keeping children safe throughout the pack. This emphasis can be found in particular in the link between knowing the names for body parts, touch and personal space in Year 3; understanding appropriate and inappropriate touch in Year 6, and internet safety / communication in relationships in Year 6.

In Reception and Year 1 the focus is on fostering independence, encouraging children to help out in the family and to keep themselves clean. We have added new active learning materials for teaching about puberty in Key Stage 2 and have updated our references to the National Curriculum Science.

The pack includes an overview of a spiral curriculum for SRE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include hyper-links to stimulating teaching and white board materials. We have used these resources to train thousands of teachers to teach SRE with confidence. Every unit has been taught in a variety of school settings and has been enthusiastically received by teachers and pupils.

CWP have been awarded the fpa Pamela Sheridan Award for Excellence in recognition of our pioneering professional development programme in sex and relationships education. CWP's success is based on a thorough understanding of what constitutes effective SRE for both teachers and pupils.

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality SRE contributes to this duty. Ofsted carries out subject inspections for PSHE and draws attention to the correlation between outstanding schools and effective PSHE programmes.

SRE topics should be taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory for all primary and secondary age students, and through well-planned Personal, Social Health and Economic (PSHE) education. The National Curriculum Framework Document (2013) states that: '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.'

All schools must provide an up-to-date SRE policy that describes the content and organisation of SRE provided outside NC Science. It is the responsibility of school governors to ensure that the policy is developed and made available to parents/carers for inspection.

Special schools and middle schools may need to make separate arrangements for primary school aged pupils.

Parents/carers have the right to withdraw their children from all or some of the SRE provided outside of the National Curriculum. Schools need to make clear to parents and carers in their SRE policy the existing procedures for requesting a pupil is withdrawn from SRE and explain what arrangements will be made for the pupil who is withdrawn. It is a good idea to encourage parents to visit the school to discuss their concerns. Quite often, when parents review the materials and aims of the lessons they realise there is no need to withdraw their child from SRE.

Tips for teaching SRE with confidence

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Below are some comments teachers have made to us about why they lack the confidence to teach SRE:

- *What will the parents say if I teach SRE?*
- *Our governors may not approve*
- *I'm worried about the type of questions pupils may ask*
- *Suppose the children ask me personal questions?*
- *I don't know what language to use*
- *We have a number of religious and cultural beliefs at our school, how can we be respectful of all of them?*
- *Is it ok to talk about same sex relationships?*
- *How do I know what is appropriate to teach?*

CWP respond with the following tips:

- *Check your school has an up-to-date policy for SRE, this should be approved by governors and parents/carers and will include information on the content and organisation of SRE*
- *Develop ground rules for SRE with the whole class, refer to them regularly and encourage the pupils to do so*
- *Use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues*
- *Agree as a class not to ask personal questions*
- *Admit if you do not know an answer to a question and find out the answer later*
- *If a child's question seems inappropriate, agree to discuss it later with the child individually, rather than with the whole class*
- *Discuss religious and cultural beliefs with the pupils – avoid making assumptions*
- *Talk about sexuality without promoting any one kind of relationship*

CWP Curriculum Overview

Reception Our Lives

Lesson 1: Our Day

Lesson 2: Keeping Ourselves Clean

Lesson 3: Families

Year 1 Growing and Caring for Ourselves

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and care

Year 2 Differences

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

Year 3 Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

Year 4 Growing Up

Lesson 1: Growing and Changing

Lesson 2: What is Puberty?

Lesson 3: Puberty Changes and Reproduction

Year 5 Puberty

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

Year 6 Puberty, Relationships And Reproduction

Lesson 1: Puberty and Reproduction.

Lesson 2: Understanding Relationships

Lesson 3: Conception and Pregnancy

Lesson 4: Communication in Relationships

