



HARVEY ROAD PRIMARY SCHOOL

POLICY ON SEX AND RELATIONSHIPS EDUCATION

The school's Sex and Relationships Education (SRE) is supported by the PSHE & Citizenship curriculum and the Healthy Schools Programme. SRE is defined as; 'Lifelong learning about physical, moral and emotional development. It is also about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' (Brook and FPA, 2013)

This policy has been reviewed with reference to the DfE document *Sex and Relationship Education Guidance* (DfE 0116/2000) and the latest Hertfordshire County Council Guidelines for writing and revising SRE policies, and in consultation with Staff, Governors and Parents.

Aims and objectives of our Sex and Relationships Education Policy (following the Education Act 2002)

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- prepares pupils at school for the opportunities, responsibilities and experiences of later life.
- works in partnership with parents/carers;
- develops a foundation for further work and understanding in secondary school and adult life;
- reflects the school ethos and demonstrates and encourages the following values:
 - respect for self;
 - respect for others and their cultures;
 - responsibility for their own actions;
 - responsibility towards their family, friends, school and wider society.
- provides information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- includes the development of communication and social skills;
- encourages the exploration and clarification of values and attitudes.

How the SRE programme is delivered in school

SRE is part of our National Curriculum Science programme. Other aspects are taught mainly in PSHE & C lessons (see Scheme of Work) and delivered using a variety of teaching methods. Usually it forms part of a cross-curricular project including planned aspects of Science and PSHE & C, but lessons on relationships also occur in English and RE, as well as through wider school activities such as assemblies. Lessons are normally delivered by the class teacher, although on occasions, outside

visitors such as the school nurse, midwives and other professionals may be invited into school. All teachers who are required to teach SRE will have relevant training and resources.

The SRE programme has three main elements:

Gaining knowledge and understanding

The information below may be taught in other year groups according to need. Topics such as labeling human organs will also be part of the KS2 Science curriculum. The SRE work carried out in Years 5 and 6 will be spread over the year to encourage discussion and reflection.

Year 5

- Learning and understanding about puberty and children's physical development at appropriate stages into adulthood (body changes), periods and dealing with gender issues and stereotyping. There will also be a focus on how to keep bodies clean and healthy (regular washing and use of a deodorant, exercise, rest and diet)

Year 6

All of the above will be covered again as well as the following: Transmission of knowledge about sexuality, reproduction, sexual health, emotions and relationships. Depending on the maturity of the children, topics that may also be covered could include:

- Sexually transmitted disease
- Contraception (to prevent sexually transmitted disease and to prevent unwanted pregnancy)
- Transgender
- Cross dressing
- Sexual relationships outside of marriage (NOT inter-marital affairs)
- Same sex relationships will not be discussed under the context of reproduction but will be discussed under the loving and caring relationships.

NB. Single gender groups will be used as deemed appropriate and relevant.

Developing positive attitudes and values

- Understanding of the value of family life, marriage and stable, loving relationships for the nurture of both children and adults.
- Respect for oneself and others, loving and being loved, caring for oneself and others.
- Exploring, considering and understanding moral dilemmas.
- Development of critical thinking skills as part of decision making.

Extending personal and social skills

- Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively.
- Development of skills of choice and an understanding of the consequences of such choices. These are fundamental to decision making, assertiveness, managing conflict and communication. They enable children to exercise personal responsibility to help avoid exploitation and abuse.

NB. Sensitivity is needed, as there may be children in the group who have been abused, or are carrying out abuse and do not recognise it as such. A variety of teaching strategies will be used to support the delivery of the syllabus.

Involvement in the Healthy Schools Programme

The school has achieved Healthy School status due to the quality of provision in emotional health and well-being. Our action plan includes SRE as part of the PSHE and Emotional Health and Well Being themes.

Resources

A range of material is available in school, also from the School Library Service and the local Health Authority. Books are available to the children in the Library and are appropriate to the age and the children's cultural background.

Partnership with parents/carers

This school is committed to working with parents. Much of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this, in co-operation with parents. Parents have the right to withdraw pupils from the part of SRE that is outside the compulsory elements of sex education contained in the Science National Curriculum. Parents wanting to exercise this right are invited to see the Headteacher, who will explore their concerns and the possibility of adjusting the programme or approach. They will discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in SRE lessons until the request for withdrawal has been removed.

Confidentiality and Child Protection

All members of staff and external visitors who work with our pupils will be given a copy of this policy and our School's Child Protection Policy. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals, and details of these are provided in the DfE document *Sex and Relations Education*. The Headteacher/ Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our pupils. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

As a general rule the teacher or member of staff concerned will maintain a child's confidentiality. However, if this person believes that a child is at risk or in danger, he/she will talk to the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The relevant staff throughout the process will support the child. There is a 'Worry box' in each classroom in which children can place questions regarding any personal issue or concerns they have. Teachers will respond to these in a way that is age and stage appropriate and will always consult with the Headteacher if he/she requires guidance on how to respond. Similarly, if questions are asked in class or in assembly, adults will follow agreed practice based on DfE Guidance 2000.

Answering difficult questions and dealing with sensitive issues

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head if they are concerned.

Special Educational Needs and Inclusion

In line with the inclusive ethos of our school, we ensure that all children have access to SRE which is age and stage appropriate, regardless of gender, ethnicity, socio-economic background or disability. However, some children with special educational needs may be confused with some aspects of the teaching of SRE. In such cases, lessons will be differentiated and materials carefully chosen. It may be appropriate on such occasions to involve the child's parents with the contents of the lesson.

It is also at the class teacher's discretion to decide whether teaching the children particular aspects of the programme in single gender groups is in the children's best interests. Teachers will ensure that they have the relevant information about arrangements in relationships in different cultures and use this information accordingly when delivering lessons.

Monitoring, Evaluating and Assessment of SRE

Our Science and PSHE Subject leaders will monitor children, staff and parent responses, evaluating the feedback given. Teachers who deliver the SRE syllabus will evaluate the content discussed and how the children received the information, feeding back to the class teacher if required.

Implementation will be monitored by the Headteacher and PSHE Subject leader and reported to the Governing body. Evaluation and assessment, including self-assessment are an integral part of SRE.

Procedures for policy monitoring and evaluation

This policy will be reviewed regularly. Feedback from staff and parents will be used when reviewing the policy.

Other policies

This policy should be read with reference to:

- Appendix 1 in PSHE & Citizenship
- Child Protection
- Behaviour
- Anti-bullying
- Equalities and Diversity policy
- Health and Safety
- Inclusion

N Rowlands

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