

Gretton Primary School

Sex and Relationship Education Policy

1. Rationale

We want to encourage our pupils to develop self-respect, dignity and an acceptance of responsibility. We recognise that education plays a vital role in forming the views of young people and we want our pupils to consider, in the widest sense, morality, personal relationships and parental duty. We want to help our children acquire the confidence and assertiveness to make appropriate decisions for themselves and to be sensitive to the needs of others.

2. Definitions

DfES guidance defined Sex and Relationships Education (SRE) as: 'lifelong learning about physical, moral and emotional development; love and care; and about the teaching of sex, sexuality and sexual health'. (DfES 0116/2000) This policy also takes into account supplementary guidance to this guidance - 'Sex and relationships education (SRE) for the 21st century' produced by the PSHE Association, Brook and Sex Education Forum (Feb 2014). Whilst Sex and Relationship Education is non-statutory in primary schools, at Gretton we feel that it is an important part of the curriculum.

The term "sex and relationships education - SRE" - is used in this policy rather than "sex education". This is to stress that our approach, in line with recent recommendations, goes beyond provision of biological information to also focus on developing self-esteem, clarifying attitudes and values and developing the skills to manage relationships.

3. Aim

The aim of SRE is to help and support pupils through their physical, emotional and moral development. This policy is integral to the PSHE framework and will help pupils to understand themselves, respect others and form and sustain healthy relationships.

4. Objectives

Based on the above definition, the objectives of SRE in this school are:

- to enable our pupils to better understand the nature of human relationships
- to enable pupils to see the importance of stable loving relationships for the bringing up of children
- to prepare pupils for the changes that occur to their bodies, minds and emotions as they move from childhood through adolescence into adulthood

5. Strategies and procedures

5.1 Dealing with sensitive issues

Teachers are aware of issues that may arise out of teaching and learning about SRE. A number of ground rules have been agreed to provide a common values framework within which to teach. Examples of these are detailed below:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way
- questions on aspects of sexuality not normally covered in the SRE curriculum will be answered factually in an age appropriate way.

5.2 Confidentiality

School staff cannot offer or guarantee absolute confidentiality if approached by a pupil. Staff must make this clear to pupils, outlining that the information they receive may need to be shared with a third party. Safeguarding procedures must be followed when any disclosures are made or following concerns that a child may be at risk of abuse. These procedures are outlined clearly in the school's Safeguarding Policy.

5.3 A balanced SRE programme

Attitudes and values

- learning the importance of values and individual conscience and moral consideration
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, sexual health, emotions and relationships

6. Roles

6.1 Role of the SRE Co-ordinator

The SRE Co-ordinator will be the PSHE Subject Coordinator. The SRE Co-ordinator is responsible for ensuring that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE. The SRE co-ordinator also co-ordinates and monitors the delivery of the SRE programme, including the teaching and learning styles used and the use of teaching materials/resources.

6.2 Role of parents

Our school seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's SRE policy.

We are aware that some parents find it difficult to discuss their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents:

- by making our commitment to SRE clear in the school prospectus;
- by placing SRE on the agenda at relevant Governors' meetings;
- by inviting parents to view teaching materials and resources and explaining their use.

Parents have the right to withdraw their children from SRE lessons that fall outside the statutory requirements of the National Curriculum Science programme. Following discussion with the class teacher, parents should put their concerns in writing to the Headteachers who will then invite the parents to a meeting to explain what the school policy is and seek to accommodate the wishes/concerns of the parents. If the parents still wish to withdraw their children from non-statutory SRE lessons, alternative arrangements will be made, where suitable work and supervision will be provided. The right to withdrawal is also made clear in the school's prospectus.

7. Review period and date of next review

Last reviewed Summer 2016. The next review is due in Summer 2017.

8. Guidance on teaching

8.1 Aim

See Paragraph 3.

8.2 Content and curriculum planning

The content of the school's SRE programme is based on the National Curriculum Science programme and 'Sex and relationships education (SRE) for the 21st century' produced by the

PSHE Association, Brook and Sex Education Forum (**Feb 2014**) and delivered through the Cambridge Scheme, supported by the Channel 4 Living and Growing DVD.

Further information detailing the content of SRE for each Key Stage can be found in Appendix 1 & 2.

As already outlined, the SRE programme is delivered as part of the whole school's approach to PSHE. Other aspects are taught through Science and other curriculum areas. All teachers are involved in the school's SRE provision. All teachers also play an important pastoral role by offering support to pupils. Non-teaching staff may also be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. Visitors may also make a valuable contribution to SRE. It is, however, the teacher's responsibility to plan the lesson content.

8.3 Teaching and learning approaches

Effective SRE should encourage the active participation and learning of pupil's and use a variety of teaching approaches. We, therefore, use a range of teaching/learning methods and resources including;

- small group discussion
- quizzes/structured games
- video
- distancing techniques, such as role play and case studies

Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental and learning needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used. They are also welcome to view materials and resources and borrow them from school to support their children's learning at home.

9. Links

Our SRE policy links with other relevant school policies including Behaviour and Discipline, Anti-Bullying, Safeguarding, eSafety, Equal Opportunities and Inclusion and that the policy is firmly embedded within the Personal, Social and Health Education (PSHE) policy.

Appendix 1: Learning outcomes

The following statements reflect what is taught across the Key Stages.

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with somebody they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example, their parents and carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example, in relation to gender
- recognise the pressure of unwanted physical contact and know ways of resisting it.

Pupils will know and understand:

- that the life process common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community

Sensitive Issues

a) Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis.

We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

b) Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce.

Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's SRE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will

acknowledge these questions and respond generally in a non-judgemental way on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STIs) and HIV/AIDS

We will not teach directly about STIs, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Gender Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions in a non-judgemental way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Cycle B 2014-2015

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins (YR)	Ground rules & Self-awareness	Relationships & Emotional well-being	Responsibilities	My body & Keeping healthy	Risks & Medicines	Asking & Telling Hecor
Kingfishers (Y1/2)	2A - Emotional Wellbeing 2B - Managing Risk	1C - My Relationships 1D - Valuing Difference	2E - Keeping Healthy 2F - Identifying & Reducing Risk	1L - Healthy Lifestyles	1I - How my Body Works & Changes 1J - Personal Hygiene	1K - Changing Emotions & Responsibilities
Owls (Y3/4)	4A Emotional well-being	4A Emotional well-being	4B Managing risk	4C Managing change 4E Keeping Healthy. 4F Identifying and reducing risk.	3K Changing emotions and responsibilities 3L Healthy lifestyles	4I Dealing with bullying. 4J Helping and getting help
Eagles (Y5/6)	6A - Emotional Wellbeing	6B - Managing Risk 6C - Managing Change	6D - Drugs and Their Uses	6E - Keeping Healthy 6F - Identifying and Reducing Risk	6G - Safety Contexts 6H - Personal Safety	5E - Rules and Rights 5F - Understanding and Practising Democracy

Cycle A 2015-2016

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins (YR)	Ground rules & Self-awareness	Relationships & Emotional well-being	Responsibilities	My body & Keeping healthy	Risks & Medicines	Asking & Telling Hecor
Kingfishers (Y1/2)	1A - Communication & Participation 1B - Self-Awareness	2C - Managing Change 2D - Drugs & their Uses	1E - Rules & Rights 1F - Understanding & Practising Democracy	2G - Safety Contexts 2H - Personal Safety	2I - Dealing with Bullying	1G - Me in My Community 1H - Caring for the School Environment
Owls (Y3/4)	3A Communication and Participation 3B Self awareness	4D Drugs and their uses.	3C My relationships	3D Valuing difference	3I How my body works and changes 3J Maintaining personal hygiene	4G Safety contexts. 4H Personal safety.
Eagles (Y5/6)	5A - Communication and Participation 5B - Self-awareness	5D - Valuing Difference 5H - Similarities and Differences	6I - Dealing with Bullying 6J - Helping and Getting Help	5G - Me In My Community 5C - My Relationships	5I - How My Body Works and Changes 5J - Maintaining Personal Hygiene	5K - Changing Emotions and Responsibilities 5L - Healthy Lifestyles