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Sex and Relationships Education Policy

Approved: January 2018

Reviewed: January 2020

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development.”

Introduction

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Rusper Primary School have overseen the development of this SRE policy (which will be made available to parents on our school website) and have decided to deliver a SRE programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that SRE in the primary school can make to government health targets. SRE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

The policy will be reviewed on a bi-annual basis. This review will be led by the PHSE Co-ordinator and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; and pupil needs.

What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Aim:

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

Objectives:

- ✿ To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them
- ✿ To provide factual information on human reproduction and birth
- ✿ To encourage respect for difference and diversity
- ✿ To prepare young people for the physical and emotional changes associated with puberty
- ✿ To provide a positive and open view of sex and sexuality and support sexual self-acceptance



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- ✿ To ensure that all young people know who can support them and how to access this support
- ✿ To work in partnership with, and support the role of, parents
- ✿ To model positive relationships throughout the school
- ✿ To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages
- ✿ To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences
- ✿ To promote, and encourage children to make healthy lifestyle choices
- ✿ To use agreed terminology to discuss sexual body parts throughout the school

Roles and Responsibilities

The PHSE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the SRE policy
- To ensure that resources used are relevant and appropriate to the needs of the children
- To lead on the evaluation of the SRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE

The Governors have the following responsibilities:

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection
- To ensure that the SRE policy and curriculum are in line with the DfEE SRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other relevant school policies
- To contribute to the evaluation of the programme
- Assessing children's progress against the agreed learning outcomes
- Communicating the year group content with parents via the Summer Term Class Topic Overview

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive SRE programme for pupils at the school. The SRE we deliver is designed to support the important role of parents in this area.
- Before children start SRE work, there will be an annual meeting which parents/carers will be invited to explaining the teaching sequence and allow parents to view the resources that will be used throughout the school.
- Parents/carers of children who join the school after Year 3 will be invited to attend this meeting via text. Parents from any other year group are welcome to attend this meeting to refresh their memory of the content.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.
- Legally parents have the right to withdraw their children from SRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this



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further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child the school will provide alternative PHSE work on a different topic.

Morals and Values

Through the SRE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, we aim to promote and foster a set of morals which tie in closely with the school values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and celebrated
- Love, commitment, trust, loyalty, respect are important attributes needed in close relationships

The School Values encourage all pupils to become

- Curious
- Enthusiastic
- Respectful
- Independent
- Collaborative

Equal Opportunities

Rusper Primary encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected.

Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

****We recognise that children at the school come from a range of family backgrounds, which may include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the SRE curriculum and resources.**

In planning the SRE programme we have used learning outcomes suggested by Ofsted in their report on SRE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also given due regard to the SRE guidance issued by the DfEE in 2000 and Sex and Relationships Education for the 21st Century - PSHE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.



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Content and Delivery

SRE will be delivered to all pupils from Y1 upwards at an appropriate level through the following themes:

- ⇒ Similarities and differences
- ⇒ Feelings
- ⇒ Keeping safe
- ⇒ Keeping yourself clean and healthy
- ⇒ Someone to talk to
- ⇒ Friends
- ⇒ Families of all kinds
- ⇒ Growing and changing
- ⇒ Male and female/body parts, reproduction and birth
- ⇒ Choices and consequences
- ⇒ Gender stereotypes (Y3/4) / gender identity and sexuality (Y5/6)
- ⇒ Sexual exploitation (Year 5 & 6)

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. This language is reflected in the resources used to deliver SRE.

The words we will use include: ***penis, vagina, clitoris, testicles, breasts, nipples.***

In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding, and is supported annually by a session on staying safe delivered by the NSPCC. Learning to respect boundaries – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014).

Delivery

The formal SRE programme will be delivered in each year group through a weekly PHSE session, over the course of a ten week period, once every two years. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. There will also be opportunities for more informal SRE through assemblies, circle-time, story-telling, pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PHSE to other contexts both within, and outside of, the school setting.

We recognise that SRE sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SRE at Rusper Primary include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided for pupils who need these.



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Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SRE will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group. There may be occasions where groups of children, particularly those with additional learning needs, are taught SRE in smaller groups or individually in order to maximise their learning. They may also have additional support from a teaching assistant.

Resources

Resources are chosen by the PHSE Co-ordinator who ensures that they reflect the needs of children within the school. The PHSE Co-ordinator consults national and local guidance on appropriate SRE resources and then judges their suitability for use with our children.

Rusper primary school currently uses the Islington Sex and Relationships resources. These are specifically designed for teaching SRE from Y1 upwards. Examples of resources from all stages of the scheme will be viewed by all parents as part of a consultation. The complete resources can be fully accessed by parents upon request.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class. In the event of resource adaptation, parents will always be consulted before the pupils have access to the resources.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in SRE sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In all PSHE/SRE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.



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Staff Training

Staff training on SRE is co-ordinated by the PHSE/SRE Co-ordinator. Training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Head Teacher. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

Monitoring and Evaluation

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Rusper Primary have a duty to safeguard the well-being of children.

At Rusper Primary we recognise that the open discussion associated with PHSE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Person. The Child Protection Designated Person will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

We use group agreements within PSHE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policies which are available on the school website.

Provision for young women's menstruation needs

Sanitary disposal units are available in the staff and in the girl's toilets. All female pupils from Year 5 upwards and their parents are informed that sanitary protection and spare underwear can be obtained from the School Office in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies. However, parents are expected to send pupils to school with adequate sanitary protection for the day and these can be kept in a private agreed place. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy and understanding.

Information for Staff and Pupils on local support services

It is hoped that pupils will feel able to approach parents or staff with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage pupils to discuss issues with parents.



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However, we recognise that some pupils may feel more comfortable accessing other agencies/sources of information. Therefore, the school provides a pupil health and wellbeing noticeboard displaying telephone numbers and web addresses of appropriate sources of confidential support.

Through the comprehensive PSHE curriculum pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

Links To Other Policies

The SRE policy links to the following school policies:

- ✿ Equality
- ✿ PHSE
- ✿ Child Protection
- ✿ Drugs Education
- ✿ Special Educational Needs