



# Tweedmouth West First School

September 2018

## **Introduction**

This policy provides information on how we plan and implement Sex and Relationship Education (SRE) as part of the Personal, Social and Health Education and Citizenship Framework. It was produced by teaching staff in consultation with governors and parents. The policy relates to other policies including: child protection, anti- bullying, e- safety, science, PSHE.

Parents will have access to this policy on the school website.

Translation into other languages than English will be made available on request.

## **Rationale**

Sex and Relationship Education is an entitlement of young people which will enable them to live safe, fulfilled and healthy lives.

For our younger children this involves laying the foundations of understanding about growth and change as well as respect for oneself and other people. For some of the older children this may include preparation for the changes caused by puberty.

We understand that parents have the right to withdraw their children from all or part of the Sex and Relationship Education Curriculum provided at school, except for those parts included in the statutory National Curriculum for Science. However parents wishing to do this will be encouraged to discuss their concerns with the PSHE co-ordinator, child's class teacher or Head Teacher.

The DfEE Sex and Relationship Education Guidance (2000) recommend that all primary schools should have a sex and relationship education programme appropriate for the age and physical and emotional maturity of the children.

Please note: throughout this policy Sex and Relationship Education is abbreviated to SRE.

## **Aims of our Sex & Relationships Policy**

Our school's overarching aims and objectives are to create an inclusive happy, caring, stimulating and secure environment with the necessary opportunities in which each child is encouraged to develop his/her own natural abilities for learning academically, aesthetically, socially, physically and morally.

The school will promote a healthy lifestyle where children are encouraged to value themselves and others.

**The whole ethos of our school is based on promoting self-respect, high self-esteem, a sense of responsibility and resilience.**

In terms of SRE we aim to offer guidance and information on all areas of SRE in school for staff, parents/carers and governors.

In school we aim

- To provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future. Taking into account their physical, moral, cultural and mental development.
- To create a climate where pupils and adults have the freedom to talk openly and honestly. (Issues raised by children will be dealt with, taking into account the maturity of the child and the nature of the issue.)
- To ensure there is a fair and equal balance in our teaching of SRE for both girls and boys.
- To ensure that children with special educational needs are properly included in SRE.

### **Objectives**

- To promote pupils' self-esteem and confidence.
- To give accurate information about puberty, reproduction and contraception particularly in the transition year before moving to secondary school.
- To promote the skills needed to build positive personal relationships
- To provide pupils with the opportunity to clarify some of their misconceptions / attitudes towards friendships, sexuality and gender.
- To explore and respect the views of others and understand that they may differ to their own,
- To develop their communication and decision making skills, from an informed basis.
- To help young people resist unwanted pressure.
- To give pupils the opportunity to explore ideas about family, stable relationships and parenting.
- To be responsive and aware of differing needs and backgrounds.
- To prepare young people for transitions in later life.
- To fulfil statutory requirements.

### **Partnership with parents / carers**

Parents / carers have the key role in teaching their children about sex and relationships, and should be supported in this role by the school. They will be consulted regularly on content of the SRE programme and need to know that this will complement their role as parents.

Parents / carers have the right to withdraw their child from all or part of the SRE provided at the school except for those parts included in the statutory National Curriculum. They will need to put in writing, their wish to withdraw their child from SRE, and hand it to the class

teacher. A standard pack of information is available from the DfEE for parents who choose to do this. Children cannot miss out on all parts of PSHE.

### **Moral & values framework**

The SRE policy encourages respect for self and others, taking responsibility for their own actions, and respect and responsibility for their family, friends, school and local community.

The learning experiences offered will help children to develop their own set of moral values by reflecting on a variety of issues and viewpoints, dilemmas, situations and case studies.

We work to equip the pupils with the language, strategies, skills and confidence required to behave according to their own moral values in new situations.

Our values are promoted in the context of Family life which may differ from family to family.

### **Sex and Relationships Education within the Curriculum**

SRE is taught within the context of the PSHE curriculum

#### **Core theme 1: Health and Wellbeing**

In **Key Stages 1 and 2**, pupils are taught:

- What is meant by a healthy lifestyle?
- To name parts of the body and describe how their bodies work.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

#### **Core theme 2: Relationships**

In **Key Stages 1 and 2**, pupils are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

SRE is delivered by following the Dansi scheme in Reception and KS1 if appropriate to the cohort of children and through SEAL

In addition, SRE will be delivered through a combination of planned curriculum activities and whole school approaches. Such as:

- Discrete curriculum sessions: through planned PSHE sessions (linked with the SEAL project when suitable) and the Unicef Rights of the Child materials
- Cross Curricular links: through other areas of the curriculum such as Science
- Through activities and events: pupils supporting each other, taking responsibility, looking after pets and addressing issues and concerns, and developing relationships

### **Pupil consultation**

We will involve pupils by exploring their prior learning. Consultation will depend on age and level of maturity and on needs of individual pupils.

In line with the school's inclusion policy we will recognize and respect differing abilities, levels of maturity and emerging sexual orientation. We will respect their unique starting points and treat their family circumstances with sensitivity, teaching all children to respect everyone regardless of race, gender, sexual orientation and culture.

This will be done in assemblies and through lessons such as Philosophy, PSHE and RE.

### **Specific Issues, Confidentiality & Child Protection**

The school will work closely with the children's services and Health professionals such as doctors and nurses (especially the school nurse) for support, advice and up to date information.

Our child protection, safeguarding and Child Sexual Exploitation policies link to this policy and will be followed whenever concerns arise including:

### **Female Genital Mutilation**

We recognize that this is illegal and is a form of child abuse. Staff must remain vigilant to signs of abuse which must not be ignored, including:

- Where girls come from communities known to practice FGM
- Where an older sibling has been a victim
- When a girl talks about a special ceremony
- Where a girl is taken abroad or is absent for a long time
- Physical signs such as: frequent visits to the toilet, inability to cross legs when sitting on the carpet, in assembly, avoidance of PE, urinary tract infections, pain

Where suspicions arise normal child protection procedures will be followed.

NSPCC helpline 0800 028 3550

Where it is deemed unsuitable; possibly SEN children or those with a sensitive case history will be withdrawn from SRE.

Individual classes (KS2) will be encouraged to set up a 'Question Box' where children can write their questions anonymously and post them in the box for the teacher to address at an appropriate time / during their PSHE or SRE lesson. This system also enables teachers to prepare their response.

Staff, parents and pupils need to be aware that teachers cannot offer or guarantee absolute confidentiality, but their best interests will be maintained. Teachers recognise we owe a duty to maintain the child's confidentiality. However any child protection issues should be reported to the Designated Person for Child Protection immediately.

### **Changing for PE lessons and clubs**

At Key Stage 2, boys and girls will get changed separately if they wish. One of the following arrangements should be selected for the girls (as there are generally fewer girls in most classes):

- To use the classroom at lunchtime for changing, in preparation for an afternoon PE session
- To get changed in the girls' toilet
- To use any available spare room for changing (such as the breakfast room)
- When Years 3 and 4 have joint P.E. lessons girls can get changed in one class and the boys in the other

### **Staff training**

1. Teachers of SRE need a sound knowledge of sex and relationship issues, and need to feel confident and comfortable when talking with pupils about these issues. Alternatively if a child would prefer to talk to a different member of staff about a specific issue, then this should be possible. It may be better to deal with some questions away from a whole class situation.

2. All staff should have access to professional development and support when needed, and their personal attitudes and beliefs should not influence the teaching of SRE.

3. Teachers will need to make alternative arrangements for children who are to be withdrawn from these sessions.

### **Resources**

Materials used in school must be in accordance with the PSHE framework and the law. In

class forums there will be information to inform parents / carers when their child is due to start receiving SRE. Once again, they will be informed of their right to withdraw their child from these sessions.

Links to curriculum areas and policies:

PSHE, Equalities, Inclusion .Science, E safety, Child protection, Behaviour, RE

## **Monitoring**

The provision of SRE will be monitored, evaluated and reviewed by the Head Teacher and PSHE co-ordinator.

The PSHE co-ordinator will be responsible for monitoring and evaluating this policy, provide or seek sources of guidance and support for staff implementing it. He / she will also be responsible for evaluating the effectiveness of the teaching and learning of the sex and relationship curriculum.

It should be reviewed annually. Next review October 2019

Chair of governors: Kirsty Randall

Head Teacher: Anne Robertson

Pshe Co-Ordinator: Patricia Fairnington