



ST KEYNA PRIMARY SCHOOL

Sex and Relationships Education Policy

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with St Keyna Primary School.

Sex and Relationships Education (SRE) Policy

Context/rationale

- All maintained schools must have an up-to-date SRE policy.
- State-funded schools must have regard to the Secretary of State's Sex and Relationship Education Guidance (DfEE 2000)
- The sex education contained in National Curriculum Science is compulsory in maintained schools
- The Equalities Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people
- In February 2015 the Commons Education Select Committee recommended that age-appropriate SRE should become a statutory subject in primary and secondary schools, albeit with parents retaining their right to withdraw children. The Government response published in July 2015 did not take forward this recommendation, although it stated that it would be giving further consideration to the Committee's arguments later in 2015. We will review this policy in the light of any new developments

What is SRE?

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, social, health and economic education (PSHE).

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 for staying safe both on and offline .

OFSTED (2015) states that in an outstanding school

"Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation."

Aims and objectives

Through our SRE programme we aim to:

- o reflect the values and inclusive ethos of our school
- o promote pupils' spiritual, moral, social and cultural development
- o prepare pupils for the opportunities, responsibilities and experiences of later life
- o provide children with accurate information and vocabulary about the human body, its growth and development
- o enable pupils to make informed decisions to enable them to develop healthy relationships and protect themselves against harmful and exploitative situations
- o develop pupils' knowledge and understanding of the nature and diversity of relationships and sexuality
- o help pupils develop a positive identity, self-image and self-esteem
- o help pupils respect and care for themselves
- o help pupils gain access to information and support
- o help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

Approach to SRE

We have a whole school approach to SRE as follows :-

- o the Senior Leadership Team oversees the provision and development of SRE
- o the SRE/PSHE co-ordinator is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme
- o teaching staff involved in the delivery of the SRE programme are professionals who meet regularly to review and plan
- o support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- o the school nurse service supports our programme, by working with Year 5 through direct teaching and Year 6 to hold a questions and advice 'surgery', as part of the SRE programme in mixed gender and single gender groups. The school is open to discussing how this can be provided for children who identify as transgender.
- o EYFS & KS1 use the NSPCC 'Pants Resources' and other related materials. KS2 explore safe touch through the Living and Growing resources and NSPCC resources.
- o the lead governor for PSHE/SRE is the Chair of Governors
- o parents and carers are consulted, informed and invited into school to look at resources etc.,
- o wherever possible we use active learning methods
- o teaching and resources will be differentiated as appropriate to address the varying ages and needs of children (e.g. those with learning disabilities) in order for them to have full access to the content of SRE.
- o the needs of children who are in care, or adopted will be sensitively addressed through consultation with parents/carers.
- o correct terminology is used throughout (e.g. for parts of the body) and we also develop awareness about appropriate use of slang/nicknames in differing contexts

- o parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science) . We work in partnership with parents & carers to ensure that every pupil has the entitlement to high quality and age-appropriate SRE.

Delivery

- Pupils receive PSHE/SRE lessons throughout the year and more specifically through focused blocks of work every year addressing SRE, gender stereotypes through a 'Free 2 B Me' event and a Safety topic.
- SRE is delivered by class teachers and the school nurse through the PSHE and science schemes of work. Videos and worksheets from the Living and Growing Scheme are used in KS2. A variety of teaching methods will be employed including group work, discussion, role play, games, question and answer sessions and the use of multimedia as appropriate.
- Teachers will help their class to establish ground rules specifically suited to SRE lessons in order to establish respect, trust and confidentiality. In exceptional circumstances (such as if it became apparent that a child was at risk) teachers may not be able to guarantee confidentiality and they need to make this clear to children. If a serious issue arises then the class teacher will need to inform the head teacher.
- Examples of ground rules may include: no personal questions and everyone's views to be valued.

Content

The content of our programme is detailed in Appendix 1

The annual blocks of learning will take places as follows:

SRE Term 3 (late January)

Free 2 B Me (February)

Safety (April)

Parents' rights to withdraw a child from SRE

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum. Parents are invited to view the materials, including videos, that will be used for SRE and are also notified of the dates that this will be covered. If a parent has any concerns, staff will be happy to discuss these. The objective is to deal with all issues sensitively and with parental support. Parents who wish to withdraw children from aspects of sex education not covered by the National Curriculum should send a letter to the head giving their reasons.

Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following

:-

- o Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- o Gender identity including Transgender
- o Home background (e.g. different family make-up)
- o Ethnicity
- o Gender

- o Special educational needs and disability

We work closely with the Local Authority / Stonewall / Off The Record/ the Black Families Support Service / SARI etc., etc., etc., to select appropriate approaches and resources.

Visitors

Visitors enhance but do not replace our teacher-led programme. A member of staff will always be present during visitors' sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading .

Confidentiality

We ensure that ground rules are established before SRE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class. Visitors to the classroom are aware of our confidentiality policy. Pupils are made aware of how to access confidential information and support after the lesson, should they need it. If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.

Assessment & Evaluation

We monitor pupils' knowledge, skills and understanding by various means.

Assessment may include:

- Self assessment
- Peer discussions
- Teacher observations
- Quizzes and questionnaires
- The LA Health and Well-being Survey (SHEU)

Pupils and staff have opportunities at the end of the term to evaluate lessons and approaches by means of discussions, reflection and feedback from pupils and parents.

This policy is on the school website.

If you require this policy in another form, e.g. Braille, audio tape or another home language, please contact the School Office.



Primary Sex & Relationships Education Policy References

SRE Guidance DfEE 2000:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Sex and Relationships Education for the 21st Century (Brook, PSHE Association and Sex Education Forum) 2014 :-

<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

House of Commons Briefing Paper Sex and Relationships in Schools July 2015:-

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

National Curriculum Science DfE 2013:-

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Sex Education Forum / Resources :-

<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>

OFSTED Inspections / examples of good practice:-

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-personal-social-and-health-education>

PSHE Association Programme of Study

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1167>

Appendix 1

Teachers need to ensure that parents/carers of looked after children are spoken to prior to SRE week to discuss any impending issues and that these issues are dealt with sensitively within lessons.

SRE Materials (2018)

KS1

My body: external body parts - covered as part of science

My body: internal body parts - covered as part of science

My body: keeping clean - covered as part of Learning for Living (PSHE Scheme)

Life cycles: different ages - covered as part of science

Life cycles: Looking after babies

Keeping safe: In the house - covered as part of Learning for Living (PSHE Scheme)

Keeping safe: Out and about - covered as part of Learning for Living (PSHE Scheme)

Keeping safe: People who can help me - covered as part of Learning for Living (PSHE Scheme)

Feelings: Different emotions - covered as part of Learning for Living (PSHE Scheme)

Feelings: What to do if we feel sad - covered as part of Learning for Living (PSHE Scheme)

Relationships: Different families

Relationships: Friends - covered as part of Learning for Living (PSHE Scheme)

Online technology safety: Taking care online: Personal details

Online technology safety: Taking care online: Who can help us?

Gender stereotypes/Celebrating difference: Similar and Different

Gender stereotypes/Celebrating difference: Toys

Keeping safe: NSPCC - PANTS (*covered during SRE week*)

Year 3 - Unit 1 Living and Growing

DVD: Programme 1 (Differences) and Programme 3 (Growing Up)

Also incorporate aspects of "Safe Touch"

Activity Sheet 4: Naming Body Parts

Activity Sheet 5: Same but different

Activity Sheet 16 Unit 2 Recipe for a good friend

Activity Sheet 11 Unit 3 A friend indeed

Activity Sheet 12 Unit 2 Bring me sunshine

Gender Stereotypes to be covered using resources from www.equalityhumanrights.com and

Activity sheet 19 Who does what?

Year 4 - Unit 2 Living and Growing

DVD: Programme 4 (Changes)

Activity Sheet 1: How Do We Change?

Activity Sheet 2: Make Your Choice

Activity Sheet 3: Find a Feeling

Activity Sheet 4: Sort the Changes + human timeline

Gender stereotype - resource from Stonewall 'Free' DVD

Year 5 - Unit 3 Living and Growing

DVD: Programme 5 (How Babies Are Made)

Also incorporate aspects of "Safe Touch" which link to Programme 5

Relationships, including "same sex" appear in Programme 5

Activity Sheet 11: How Does a Baby Start + assisted conception/fertility

Activity Sheet 17: Love Is...

Unit 3 Living and Growing

Programmes to be watched boys and girls together and worksheets completed together, but discussions held separately.

DVD: Programme 7 (Girl Talk) and Programme 8 (Boy Talk) - information on erections, wet dreams, masturbation and an animated sequence showing ejaculation

Activity Sheet 1: Check Out the Changes Girls

Activity Sheet 2: Menstruation

Activity Sheet 5 Clean up

Activity Sheet 6 Conception myths

Activity Sheet 7: Girl Facts

Activity Sheet 8: What's the Score

Activity Sheet 9: Check Out the Changes Boys

Activity Sheet 10: Sperm

Activity Sheet 11: A Friend Indeed

Activity Sheet 13: Boys Do Cry

Activity Sheet 16: Further Your Score

Year 6 - Unit 3 Living and Growing

Programme 6 (How Babies Are Born) There is a brief film clip of an actual birth in Programme 6

Activity Sheet 14: Building For a Baby

Activity Sheet 20: Healthy Mum and Healthy Baby

Activity Sheet 22: What a Big Baby

Activity Sheet 23: How is a Baby Born?

DVD: Programme 9 (Let's Talk About Sex) - discussion on sexuality included (Stonewall Resources)

Activity Sheet 18: Too Sexy For My Shirt

Activity Sheet 19: First Time

Activity Sheet 20: Diamond Relationships

Activity Sheet 21: Love and Marriage *adapted to include civil partnerships*

Activity Sheet 22: Product Power

Keeping Safe: Assertiveness - saying no

Good and bad touch

People who can help me