



JULIAN'S PRIMARY SCHOOL

Sex and Relationship Education (SRE) Policy

January 2017

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this, as well as helping to identify child protection issues in young children.

Policy Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The SRE policy has the following aims:

- to provide the knowledge and information to which all pupils are entitled
- to raise pupils' self-esteem and confidence, especially in their relationships with others
- to help pupils to develop skills and to make the most of their abilities
- to develop pupils' understanding of the importance of a healthier safer lifestyle
- to provide a description of how SRE is delivered, monitored and evaluated in the school
- to help pupils learn to respect and care for their bodies
- to help pupils, parents and carers learn **how** to gain access to information and support

Values Framework

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- value and respect themselves
- value and respect others
- value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

Learning Outcomes for SRE within the School

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including sexual organs; penis and vagina. They will also be able to explain that people grow from young to old.

By the end of the 4 years in Key Stage 2 pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be

able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of families and relationships and discussed ways in which people can maintain good relationships (*for example: listening, supporting, caring*).

The following learning outcomes are taken from OfSTED Sex and Relationships, OfSTED (2000) and guide the teaching of SRE in this school, alongside the PSHE Association Curriculum (guidance 2016).

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 someone 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 health
- 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 **1**
- 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

(* relates to SRE)

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 changing 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 their 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 processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- begin to know some of the physical changes that take place during puberty, why they happen and how to manage them, i.e. personal hygiene routines
- the many relationships in which they are all 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 the feelings of both bullies and victims
- why being different can provoke bullying 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, same-sex relationships

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
- the need for trust and love in established relationships

(*relates to SRE)

The Organisation of SRE

SRE is co-ordinated by the Inclusion Team and is taught within the PSHE programme at Key Stages 1 and 2. Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. SRE within PSHE is taught by class teachers and learning mentors, who are offered training from Lambeth Healthy Schools team, to enable them to build their knowledge and skills.

A range of teaching methods which involve pupils' full participation are used to teach SRE. These include use of small group work, discussion, case studies, drama and roleplay. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant.

Use of visitors

'Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.'

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school, such as health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Inclusion Team will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous questions box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the PSHE co-ordinators. At Julian's questions relating to specific sex education issues will be referred back to families.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Monitoring and Evaluation of SRE

The Inclusion Team collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified.

Withdrawal of Students from SRE and Complaints Procedure

Full details of SRE programme are available on request. Parents/cares are invited to information session in summer term.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment the Executive Headteacher or Head of School to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Executive Headteacher or Head of School.

Equal Opportunities

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding/Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in Julian's CP Policy.

The staff member will inform the designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Procedure for Supporting Those Infected with HIV or Hepatitis B or C

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the Executive Headteacher and no-one else. She/he will tell the pupil that this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines in our school; this will protect all school members from infection with blood-borne viruses:

Links with Other Policies

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bulling