

Snainton CE Primary School Policy for Sex and Relationships Education

The purpose of Sex and Relationships Education is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. It is only during Year 6 that sexual relationships are considered. As a church school we teach relationships through our Christian values in the context of love and respect for others.

Statutory requirements

the National Curriculum for Science specifies aspects of SRE that must be taught; it requires that pupils should be taught about reproduction and the human life cycle.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

The Education Regulations 1993 require all maintained schools to publish a summary of the content and organisation of any sex and relationship education which they provide. Our SRE Policy is available on our school website.

The 1988 Education Act requires school to:

Promote the spiritual, moral, social, cultural and physical development of pupils

Prepare pupils for the opportunities, responsibilities and experiences of adult life.

Provision

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 to 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 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 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, understand and have considered:

- that the life processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- about the physical changes that take place at puberty, why they happen and how to manage them
- 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.
- the diversity of lifestyles
- when it is appropriate to take 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

Menstruation will be discussed in the separate all girls session.

Cross-circular links will be made to Science and PHSE (Personal, Social and Health Education).

Roles and Responsibilities

The PSHCE Co-ordinator: Mrs Wackett is the curriculum lead and therefore is responsible for all aspects of the PSHCE including SRE. In respect of SRE, responsibilities are to:

- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Monitor and advise on organisation, planning and resource issues across the school
- Review / update the policy on a three year cycle or sooner if necessary
- Keep the governing body fully informed of issues and progress in SRE
- Act upon any concerns, which may arise from pupil disclosure during SRE sessions.

The Governing Body

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to SRE provision for all pupils.

The Teacher

Teaching children about SRE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis e.g in assemblies and through implementing our behaviour policy.

It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular, to:

To establish with pupils a set of ground rules which set the parameters for discussion

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.

Prepare pupils for the opportunities, responsibilities and experiences of adult life

Discuss all types of relationships with sensitivity and respect

Approach the teaching of SRE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge and understanding from other Science topics; through dialogue with the Headteacher about vulnerable pupils

Not be drawn into providing more information than is appropriate to the age of the child

Acknowledge questions that are too explicit which may need to be answered, at a parent's discretion, by the parent or carer.

Answering Questions

Opportunities will be given for children to ask questions. However, any questions raised by pupils which directly concern the act of sexual intercourse or sexually transmitted diseases will not be answered and be relayed to parents/carers by letter so that they can answer them in the home environment.

Parental Involvement

Parents will be:

- informed of the dates and times of the Sex and Relationships Education sessions

- .. asked for permission for their child to attend these
- .. invited to view the videos to be used prior to the sessions taking place
- .. invited to attend the girls/boys only sessions with their children

Information leaflets relating to Sex and Relationships Education, including menstruation, will be made available for parents.

Withdrawal

Parents/carers have the right to withdraw their child from this specific element of the curriculum, except the NC science order. If they decide to do so, the Headteacher must receive prior notification in writing. Any children withdrawn will be accommodated in another class for that session.

Child Protection

Any disclosures made by pupils relating to incidents of sexual or other forms of abuse will be treated as a child protection issue and advice from Social Services will be sought in accordance with the North Yorkshire Child Protection Policy and Guidance. Confidentiality will be maintained at all times if such incidents occur. Special Educational Needs

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things, which other pupils learn incidentally e.g. what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (e.g. to read).

Gender Issues and Sexual Stereotyping

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups as and if necessary.

Sexuality

In accordance with DfES guidance, our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. This would include the use of 'gay' or 'lesbian' in a

derogatory term. Anti-bullying Week will address the issue of homophobic bullying specifically, otherwise, it will be dealt with as and when it arises.

Monitoring and Evaluating

The SRE programme will be evaluated by teaching staff. The views of students and teachers are used to make changes and improvements to the programme on an on-going basis. The policy will be formally reviewed each year for the following purposes:

To review and plan the content and delivery of the programme of study for sex and relationships education

To review resources and renew as appropriate

To update training in line with current LEA guidelines.

This policy will be made available to parents and a statement about Sex and Relationships Education will be included in the school prospectus. It will be reviewed on an annual basis by the Governing Body of the school.

This policy links to the confidentiality policy, monitoring policy and PSHE policies.

January 2015

Review January 2016