

## Ainderby Steeple CE Primary School

### Policy for Sex and Relationships Education (SRE) Document Status

<b>Date of Next Review</b> Autumn 2017	<b>Responsibility</b>		<i>Curriculum Committee</i>
	<b>Responsibility</b>		<i>(Chair)</i>
<b>Date of Policy Creation</b> Autumn 2015	<b>Adapted NY school written model</b>	<b>Responsibility</b>	<i>Governors</i>
<b>Date of Policy Adoption by Governing Body</b>			<b>Signed</b>
<b>Method of Communication:</b> School website			

This policy could link to:

Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))  
Single Equality Scheme

#### **The schools Values/ Ethos**

The whole school ethos and values will support a safe learning environment for SRE. The SRE will reflect the values of the school.

- Help and support young people through their physical, emotional and moral development.
- To develop understanding of the importance of family life, stable and loving relationships (including marriage), respect and love, with an emphasis on the Christian ethos and values.
- To teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships
- To make informed and responsible decisions
- To develop self-confidence and self-awareness
- To understand where and how to access support.
- To acquire assertiveness and decision making skills
- To explore attitudes and values

SRE is **not** about the promotion of sexual orientation or sexual activity

#### **Delivery of SRE and the Curriculum**

A successful SRE programme should be firmly embedded within the school's framework for PSHEe and the National Curriculum for Science.

Sex and Relationship education is delivered by a teacher in line with the National Curriculum for Science, the national framework for PSHEe and Citizenship, DfE Sex and relationship guidance, North Yorkshire Healthy School Scheme Guidance and Curriculum Guidance for the Foundation Stage. SRE is taught throughout the school and is part of the School's long term plans. In addition to the PSHEe planning, SRE is also taught directly through the use of the Channel 4 Living and Growing Series.

#### Content

##### **Foundation Stage**

develop self-confidence

promote positive self image  
value and contribute to own well being and self control  
build relationships with peers and adults  
consider consequences of own actions  
show care and concern for others

### **Key Stage One**

name body parts of humans  
similarities and differences between themselves and others  
identify, express and share feelings and opinions  
recognise safe and unsafe situations  
awareness of how feelings and actions can have an impact on others  
self-esteem  
choices

### **Year 3/4**

giving opinions  
choices  
other people's feelings  
values and customs  
relationships  
health  
differences and similarities  
positive achievements

### **Year 5/6**

rules  
health and safety  
identities  
changes  
role of media  
differences  
help and support

The above areas of learning are taken from the PSHEe and Citizenship LongTerm plans. Alongside the PSHEe planning a scheme of work has been set up to cover sex education in Key Stage 1 and 2. This will be covered with the Living and Growing Series of videos in Year 3, Year 4, Year 5/6. Opportunities for parents/carers to view materials used are given in advance of SRE. It is anticipated that the unit of work will be completed in the Summer Term. The content is as follows;

### Year 2 or 3

Differences  
How did I get here?  
Growing up

### Year 4

Changes  
How babies are made  
How babies are born

### Year 5 or 6

Girl Talk  
Boy Talk  
Let's Talk about Sex (How sex is portrayed in the media)

Provision for SRE and PSHEe is in accordance with the school's single equalities scheme. All children have the opportunity to take part.

Provision for children with special educational needs, including more able children will be appropriately differentiated.

### **Assessing, monitoring, evaluating and reviewing SRE**

SRE will be assessed in terms of the child's developing knowledge and understanding, their acquisition and demonstration of skills and changes in attitudes. Work will be evaluated by the children in terms of what they have learnt and what they would like to know next. Time for reflection will be built into all PSHEe sessions.

### **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years 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 guidance and staff identified needs

### **Child Protection and Confidentiality**

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis if appropriate to do so. If the teacher judges it necessary the pupil could be advised to speak to parents, the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

### **Roles and Responsibilities**

#### **The PSHEe Co-ordinator**

The school has a co-ordinator for PSHEe who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.

- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two year cycle or sooner if necessary.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Liaise with the PSHEe Co-ordinator
- Keep the governing body fully informed of provision, issues and progress in SRE
- Act upon any concerns which may arise from pupil disclosure during SRE sessions.

### **The Governing Body**

The governing body has responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

### **Parents / Carers**

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

### **The Parental Right to withdraw their child from SRE lessons**

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHEe Co-ordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a Data Barring check.

### **Diversity**

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (SRE). Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community.

### **Lesbian, Gay and Bisexual (LGB)**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. Provide pupils with the opportunities to learn about different family structures.