



Crowlands
Primary School
Sex and Relationships
Education (SRE) Policy
2016 - 2018

Reviewed: C & PRM
Date: Nov 16
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Sex and Relationships Education (SRE) Policy

Crowlands Primary School

Date of Policy November '16

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Staff Responsible: *Governors*

1. Rationale

Sex and Relationship Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Sex and Relationship Education is therefore a tool to safeguard children.

Sex and Relationships Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

Ofsted (2014) states that in OUTSTANDING SCHOOLS:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

In judging overall effectiveness, Ofsted will also require evidence of pupil’s social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught SRE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Moral and Values Framework

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Sex and Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

2. How our policy was formulated

This policy was formulated after thorough research into best practice in Sex and Relationship Education in a range of Primary schools and assessment of the current needs of the children in our school. Teachers in all phases of the school contributed ideas and analysis of previous SRE lessons fed in to the new policy.

Parents and Governors were consulted on the Scheme of Work to ensure that the content was suitable and age appropriate for our pupils. SRE is delivered through The Jigsaw Scheme of Work and is fully integrated into our schools PSHE policy.

All parents are able to view the SRE and PSHE Policies on the school website and are informed of exactly what will be taught and how it will be taught, through year group meetings with their child's class teacher. Parents and carers have the option of withdrawing their child from any part of the non-statutory curriculum if they wish. A nominated governor leads on PSHE/Healthy Schools/SRE related issues. They were signposted to 'Sex and relationships education: support for school governors' factsheet http://www.ncb.org.uk/media/183641/sre_and_school_governors.pdf

3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of SRE.

Objectives are for our pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty.

Teaching staff in our school to be confident:

- In planning, delivering and assessing SRE
- In answering parents' questions and dealing with sensitive issues

4. Equal Opportunities Statement

Our school is committed to the provision of SRE to all pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of SRE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

Crowlands Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

5. Delivery of SRE

Content of SRE in the curriculum

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.

The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met”.

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

Organisation of SRE

SRE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship.

The content of the one-hour weekly lessons was decided upon after the consultation process, which involved pupils, parents/carers, staff, governors and the school health adviser using the OFSTED Sex & Relationship Guidance (2002) as a basis for discussion. Crowlands uses the 'Jigsaw' PSHE Scheme which incorporates the teaching of Sex and Relationships within a broad, structured and developmentally appropriate curriculum. The specific SRE content is taught through the 'Changing Me' unit and provides new resources, picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations of the female reproductive system and the male reproductive system provide a visual resource. Whilst the core SRE is delivered through the 'Changing Me' unit, essential work is done in previous units to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning.

Who delivers SRE and how?

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

"Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE'.

At Crowlands it is the SRE coordinator's and teachers' responsibility to adapt the Jigsaw Scheme of Work to ensure the curriculum and lessons meet the needs of their children. A graduated, age appropriate programme of SRE is in place at Crowlands Primary School. In all year groups the emphasis is on relationships and a focus on emotions, friendships, bullying and the building of self-esteem.

In upper Key Stage 2, as children are preparing to move to secondary school, we need to ensure that pupils are supported in their emotional and physical development effectively. This should include:

- changes in the body related to puberty, such as periods and voice breaking
- when these changes are likely to happen and what issues may cause young people anxiety and how to deal with these

In order to achieve this outside agencies, school nurses, etc are invited to talk to the pupils to ensure that their questions are answered sensitively and that they are not embarrassed about talking to their class teacher. Health professionals who are involved in delivering programmes are expected to work within the school's sex and relationship policy and on the instruction of the head teacher.

All members of staff responsible for delivering SRE are trained in using the teaching resources so that they are confident and competent in answering questions that pupils may have, irrespective of their involvement with the pupil.

Teachers and all those contributing to sex and relationship education are expected to work within an agreed value framework as described within this policy and in line with current legislation. SRE should **not** be taught by a supply teacher or PPA cover teacher. For some lessons, children may be split into boy / girl groups. Single gender

groups may be particularly important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups.

There are three main elements to on teaching sex and relationships:

- attitudes and values
 - learning the importance of values and individual conscience and moral consideration
 - learning the value of family life, marriage and stable and loving relationships for the nurturing of children
 - learning the value of respect, love and care
 - exploring, considering and understanding moral dilemmas and
 - developing critical thinking as part of decision making.

- personal and social skills
 - learning to manage emotions and relationships confidently and sensitively
 - developing self respect and empathy for others
 - learning to make choices based on understanding of difference and with an absence of prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict
 - learning how to recognise and avoid exploitation and abuse.

- knowledge and understanding
 - learning and understanding physical development at appropriate stages
 - understanding human sexuality, reproduction, sexual health, emotions and relationships.

The key to successful SRE is that teachers and other staff overcome their own anxieties and embarrassment and that a range of teaching strategies are used including:

- establishing ground rules with pupils; for example:
 - no one (teacher or pupil) will have to answer a personal question
 - no one will be forced to take part in a discussion
 - only the correct names for body parts will be used
 - meanings of words will be explained in a sensible and factual way.

- using “distancing” techniques, such as drama, invented characters, appropriate videos or visiting theatre groups
- knowing how to deal with unexpected questions and comments from pupils
- using discussion and project learning methods, as in circle time and key skill sessions
- encouraging reflection

- **Visitors are invited to the school because of a particular expertise or contribution they are able to make;**
- **All visitors are familiar with and understand the school’s SRE policy and work within it**

- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- The school will continue to liaise with the local secondary schools to ensure that the programme for SRE is continuous at KS3.

Resources:

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

6. Assessment & Evaluation of Learning and Teaching

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

"The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice"

Assessment of SRE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the SRE – (was it early enough?)
- Peer assessment
- Self assessment
- Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

7. Specific Issues within SRE

Confidentiality and Child Protection (Appendix 3)

CONFIDENTIALITY

If a child shares sensitive information with a teacher which causes some concern, that child must be made aware that the Child Protection Office (Head Teacher or other parties, will be informed, to ensure the safety of the child. This is in line with the L.A. guidelines for child protection.

The member of staff with responsibility for child protection (Head Teacher) must be informed of any concerns, immediately.

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue. Schools should designate a member of staff to deal with these incidents.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

- HM Government's 2006 document on 'What to do if you're worried a child is being abused':

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>

- DfE's 2014 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Partnership with Parents:

The school views parents as partners in the delivery of SRE.

Parents will be informed about the sex and relationships education programme at the start of each term as part of information provided on what their children will be learning.

The school will liaise with parents through

- SRE workshops
- Newsletters
- School website
- Letter

The school encourages parents to voice their concerns about SRE with their child's teacher and will be invited to view materials.

SRE homework will encourage discussion with parents/carers to enable them to engage in discussion with their children and to be aware of what the school is teaching.

Parents wishing for further support with talking to their child about SRE issues can contact the school.

This policy will be available on the school website for parents.

Parents will be signposted to:

Sex Education Forum's briefing on 'Parents and SRE' (2011):

http://www.ncb.org.uk/media/333401/parents_sre.pdf

Sex Education Forum's 'Talk to your child about sex & relationships: support for parents' factsheet 31(2003): <http://www.ncb.org.uk/media/183635/talk-to-your-children.pdf>

DfES leaflet for parents, 'SRE and Parents' (2001):

<https://www.education.gov.uk/publications/eOrderingDownload/SRE%20DfES%200706%202001.pdf>

The PSHE Association's resources for parents:

http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

Child Withdrawal Procedure

Sex and Relationships Education is to be taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. If a parent/ guardian feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the head teacher or PSHE coordinator.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

Answering Difficult Questions/ Dealing with sensitive issues

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“Teachers are confident and skilled in discussing sensitive and/or controversial issues”.

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their SRE

Signatures:

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Headteacher

.....
Governor

.....
PSHE/HS Coordinator

APPENDIX 1: Statutory Provision of SRE under Science Curriculum
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Key Stage 1 (age 5-7years)

*Until September 2014- Pupils should be taught:

- 1 b) that animals, including humans, move, feed, grow, use their senses and reproduce
- 2 a) to recognise and compare the main external parts of the bodies of humans;
- f) that humans and animals can produce offspring and these grow into adults;
- 4 a) to recognise similarities and differences between themselves and others and treat others with sensitivity

* From September 2014-

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

*Until September 2014- Pupils should be taught:

- 1 a) that the life process common to humans and other animals include nutrition, growth and reproduction
- 2 f) about the main stages of the human life cycle

*From September 2014-

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum from 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMAR_Y_national_curriculum_-_Science.pdf

**APPENDIX 2:
Sex and Relationship (SRE) Staff Questionnaire**

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Please complete this questionnaire as honestly as you can. Your honesty will really help me to assess how you are doing as a school and identify the areas that may need development. It will also help us target our support more efficiently.

You don't need to write your name on the forms, so the answers will be anonymous.

Thank you.

→ Please circle/ highlight the answer that best answers the question. Some questions will require a written answer.

How often do you teach planned SRE lessons?	Once a week	Once every two weeks	1-2 times a term	Rarely
How often do you carry out 'spontaneous' SRE to respond to issues that arise in the class or school environment?	Once a week	Once every two weeks	1-2 times a term	Rarely
If you are not teaching much SRE, what causes this?	Lack of time to plan?	Lack of time to teach it?	Unsure of how to teach it?	Other (please specify)
How important do you think it is to teach SRE?	Very	Quite	Not very	Not at all
Do you feel confident teaching SRE?	Very	Quite	Not very	Not at all
Have you noticed a positive impact on children's behaviour and learning as a result of SRE lessons?	A lot	Some	Not much	Not at all
What subjects and topics have you taught in the last term that had a link to SRE? (please specify)				
What do you view to be the main benefits of teaching SRE to the young people across the school?				

What areas of SRE have you become more confident in during the last year?	
What areas of SRE would you like more support with?	
Any other comments/ questions:	

APPENDIX 3:



CONFIDENTIALITY

Information for All Key Stages

What is Confidentiality and why is it Important?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

PSHE Education
Sex and Relationships Education
One to one discussions with pupils
Disclosures by pupils
School advice and support services
Visiting health professionals
Policy development

Therefore it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However there are many situations a pupil may find themselves in where child protection is not a concern and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the schools code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within schools health and sex and relationships education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools SRE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)
NSPCC, Someone to turn to, 2004

APPENDIX 4:
Sample letter for PARENTS (please amend appropriately for your school)

Dear Parent/Carer

Re: Sessions on

As part of the school's Health Education programme, your child is soon to/ will this term receive sex and relationship education (SRE) lessons.

Nowadays, there is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc... which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what students should be taught and share with you the SRE policy and resources. We would therefore like to invite you to a workshop/coffee morning on SRE on

We would be grateful if you could please let us know if you will be attending.

If you have any questions, please feel free to contact PSHE Coordinator/Deputy Head on

Yours faithfully