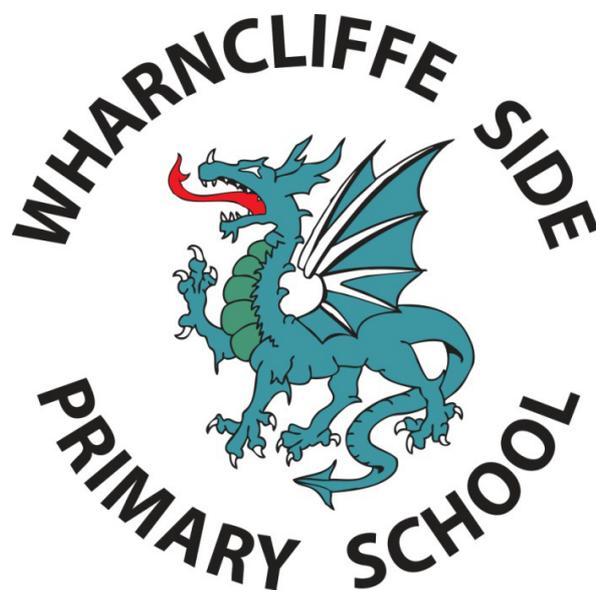


SEX AND RELATIONSHIPS EDUCATION
(SRE) POLICY
June 2018



POLICY TO BE REVIEWED: June 2018

SRE CO-ORDINATOR: A LOGAN

Wharncliffe Side Primary School

S.R.E. Policy

Date of policy: June 18

Member of Staff responsible: PSHE/Citizenship Co-ordinator, Wharncliffe Side Healthy School Initiative Working Party

This policy has been informed by the Sex and Relationship Education Guidance DfEE. D116/2000.

Our school is committed to the teaching of S.R.E. It will be taught as part of our Personal Development Studies and is delivered such that it meets the National Healthy Schools Standards for this theme.

This policy is descriptive of current practice in Wharncliffe Side School in both S.R.E and in the handling of sex relating incidents. It has been developed through a full consultation process with Staff, Parents, Governors (and pupils).

What is SRE?

Sex and relationship education (SRE) in primary schools is the learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundations for future work on sexual and reproductive health and so it helps to prepare children for adulthood. It contributes to the emotional and social development of children, helps them to develop a secure sense of identity and function well in the world (SEF 2005). SRE at Wharncliffe Side is an integral element of PSHE and citizenship. The term Sex and Relationships Education – SRE – is used in this policy rather than Sex Education. Sex refers to the biological and physiological characteristics that define men and women. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. Gender respect is interwoven throughout our SRE programme. The staff are conscious of recent research, (Gender Respect in Sheffield) which recommends that: - “In primary school there is a need to actively challenge gender stereotypes at every opportunity, taking opportunities to effectively intervene and explore gender. Gender is defined as the “socially constructed roles and behaviours, activities and attributes that a given society considers appropriate for men and women (World Health Organisation).

Thus our approach to SRE goes beyond the provision of biological information to focus on clarifying attitudes and values, developing self-esteem and the skill to manage relationships.

According to the latest DfES guidance SRE is:

‘... Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, civil partnerships, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.’

DfES ‘Sex and Relationship Guidance’ [DfES Ref: 0116/2000].

Aims:

The development of self esteem and decision making skills is important. It is only when people feel good about themselves that they feel confident enough to make healthy choices. Our aim is to enable pupils to realise that sexuality must be conveyed within the wider context of human relationships. We aim to support their personal social and moral development. Ensuring that they are able to accept their

own and others sexuality in positive ways and enjoying relationships based on mutual respect, dignity and responsibility free from any abuse.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and Understanding:

- S.R.E will be taught throughout the Primary School – Foundation Stage → Y6.
- S.R.E will be developmental and appropriate to the age and stage of the child, ensuring that children develop their ideas slowly and carefully. It will sometimes arise naturally from children questions but also be planned in topic work as defined in the S.R.E framework.

Special Educational Needs:

- We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The Teaching Programme for Sex and Relationships Education

- We intend that all pupils shall experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development, with adaptations for those with differing levels of cognitive development.
- *S.R.E will put forward factual knowledge and encourage the exploration of facts.* Children will develop skills to:
 - Understand their bodies including the changes which will take place in the years ahead.
 - Understand the reproductive process in humans and animals using the correct vocabulary for body parts alongside their own terminology.
 - Correct misinformation. Adults are often surprised by how much misinformation children have already assimilated from the world around eg. TV, advertising etc. In the absence of formal S.R.E, this process continues unguided and unsupported.
 - Acquire a basic knowledge of human development, highlighting the part played by the family in the child's own culture and in other cultures.

Attitudes and Values:

- To develop children's notions of self-esteem and self worth.
- To develop a sensitivity and respect for others regardless of gender, race, creed or culture.
- To enable them to appreciate historical and cultural differences in relationships.
- To develop responsibility in relationships.
- To foster an awareness and tolerance of the different aspects of relationships.
- Learning the importance of values and individual conscience and moral considerations. To increase their respect and understanding for their own and others bodies.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children; to develop children notions of self esteem and self worth.
- Learning the value of respect, love and care. To develop in them a caring and consideration attitude to each other and to society.
- Exploring, considering and understanding moral dilemmas. To enable them to appreciate historical and culture differences in relationships.
- Developing critical thinking as part of decision making. Staff promote the use of P4C sessions to explore attitudes and values in a non-judgemental way.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make healthy, positive choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict. Assess, understand and resist peer and social pressure.
- Learning how to recognise and avoid coercion and protect themselves from abuse.

The Schools approach to SRE consists of:

- The taught National Curriculum Science Programme of Study.
- SRE modules with each Key Stage delivered within a planned PSHE programme.
- Pastoral support for pupils who experience difficulties.
- Provision of appropriate information through leaflets and books in the library and display of posters.
- Through occasional visits from visiting speakers (see notes for Visiting Speakers) parents and young or older siblings e.g. bath/bathing and care etc.

Moral/Values Framework

- SRE is the lifelong learning about physical, moral and emotional development.
- Pupils are taught about the nature of marriage and its importance for family life and bringing up children.
- The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensure that there is no stigmatisation of children based on their home circumstances.
- The right of the individual not to be abused by other people, or to be taken advantage of.
- It is also about the teaching of sex and sexual health. SRE does not encourage early sexual experimentation. It is not about the promotion of sexual orientation or sexual activity, as this would be inappropriate.

Why SRE?

Legal Obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a sex and relationships education programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from sex and relationships education lessons which fall outside those aspects covered in the National Curriculum Science. Parents who feel this is necessary for their child would be welcomed into School to discuss this with the Headteacher and Teacher delivering the providing the programme. Individual concerns will be considered.

The Needs of Young People and the Role of Schools

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

'Sex and Relationships Education Guidance' [DfES Ref: 0116/20000] recommends that 'Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

Research demonstrates that, comprehensive Sex and Relationship Education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

'Sex and Relationship Education Guidance' [DfES Ref 0116/2000].

National and Local Support and Guidance for Schools to develop SRE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to SRE is in line with the Government's strategy and guidance given to schools in 'Sex and Relationship Education Guidance' [DfES ref: 0116/2000].

We also believe that pupils have an entitlement to:

- Age and circumstances appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. Wharncliffe Side's approach to SRE will be balanced and take account of and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational rather than one based on propaganda.

Child Sexual Abuse:

The School adheres closely to the LEA guidance documents.

Safe Guarding Training is on-going for Staff at Wharncliffe-side. The Safeguarding Team has regard for the updated advice on 'Sexual violence and sexual harassment between children in schools and colleges'. (Dec 17) The Brook sexual behaviours traffic light tool, will be used as a reference point to provide guidance to Staff when considering harmful sexual behaviours.

Confidentiality

The child's confidentiality will be maintained by members of staff, as this is obviously an important part of the relationships. If, however, a teacher or visitor feels that the child is at risk or in any danger then discussion with the named Child Protection Liaison Teacher must take place. The child must be told of the need for the break in confidentiality and supported by the member of staff.

Ground Rules and Distancing:

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassments they feel.
- No one (teacher or pupil) should be expected 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.

Sensitive Issues:

It is appreciated that individual children will ask explicit or difficult questions in the classroom. Questions do not have to be answered immediately and can be addressed privately at another time. We believe that the teacher must use skill and be sensitive to the age, understanding and personal circumstances of each individual. They must refer to the Headteacher if they are unsure of the school's position.

Teaching Methods:

Active learning methods which involve children's full participation will be used. SRE will be taught in the whole class group, mixed gender with opportunities for group discussion when appropriate. Ground Rules are established in each class as to what is and what is not acceptable. (Detailed in the Scheme of Work (Growing up at Wharnccliffe Side).

Visitors

There are a number of people who may become involved with this programme. These people may include parents, school nurse, religious or health professionals. The use of visitors involved with education related to sexuality will be approved by the Governors/Headteacher prior to them visiting the school. Staff will work closely and sensitively with all involved in the children's education in sexuality: Policy to visitors if requested (a procedure for the use of visitors is available on request).

A Whole School Approach

A whole school approach to SRE that actively involves the whole school community will be adopted. All groups who make up the school community have rights and responsibilities regarding SRE in particular:

The Senior Management Team (SMT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The designated SRE Co-ordinator will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provisions to meet student's needs; providing support and resources for staff; arranging staff training; liaison with outside agencies and monitoring and evaluation.

Evaluation of the Programme

Elements of sex education in the science curriculum will be assessed formally. A variety of informal evaluation activities have been built into the programme. Teachers are required to keep their own

personal evaluation of each lesson which will be analysed by the PSHE/Citizenship Co-ordinator/S.R.R Working Party.

Pupil evaluation – an assessment of pupil knowledge before beginning the lessons is made and an evaluation is made after delivery of the programme.

Growing Up at Wharnccliffe Side.

Aims and Objectives:

SRE at Wharnccliffe Side Primary will contribute to the PSHE and Citizenship curriculum by ensuring that all children:

- Develop pupil self esteem and gain confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their body works.
- Can protect themselves and ask for help and support.
- Are prepared for puberty, with accurate information about and understanding of SRE issues.
- Explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.

Place in the Curriculum

The main SRE programme will be delivered through PSHE lessons. In addition certain biological aspects are delivered through Science lessons.

Key Stage 1

1. b) that animals including humans, feed, grow, use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans.
3. 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.

Key Stage 2

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

Content and Delivery of SRE

Developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE and Citizenship curriculum. Teaching resources are selected on the basis of their appropriateness to pupils.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.

- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all the questions before the next session, and will choose not to answer any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- No one will be forced to take part in a discussion.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasized.
- If a teacher is concerned that a pupil is at risk of sexual abuse the headteacher should be informed and the usual child protection procedures followed

Learning the correct names for parts of the body, preparation for puberty, understanding conception and knowing how a baby is born are all taught through Channel 4 Living and Growing resource. Active learning methods which involve children's full participation will be used. This includes the use of: quizzes; case studies; research; role play; video; small group discussion and use of appropriate guest speakers. All the above are taught within the context of loving relationship and the responsibility of caring for a baby both before and after birth.

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. A brief outline of the content of lessons is as follows:

Foundation Talk about families, looking after babies, caring for pets, any pregnant stage of pregnancy, mum may be used as an example that a baby is growing inside the mummy's womb and will be born, new babies will be discussed and admired!

Y1/2 Animal mothers, birth of puppies, looking at photos of children when they were babies, getting clothes, toys and nursery ready, seeing an unborn baby kick, looking at a scan, seeing two births from behind the mothers' shoulder, visiting a new baby, caring for the growing child.

Y3/4 Body changes, naming body parts, animated drawings focussing on sexual parts, knowledge that the sperm joins up with the egg and that it takes a mum and dad to make a baby, scan at 5 months. No birth seen. Caring for babies and animals.

Y5/6 Changes at puberty, periods, what makes us all special, grown up couples in different relationships, 'making love' and 'having sex' discussed, animation of a couple having sex, the importance of friendship between loving couples, a live birth in some detail.

Y6 Puberty, masturbation, keeping clean and healthy.

NB. A more detailed outline of Year 6 SRE programme can be gained from Growing Up At Wharnccliffe Side Scheme of Work.

