Alverton Primary School

Sex and Relationships Education Policy

Latest Review	April 2021
Next Review Date	April 2024
I confirm that this policy has been reviewed and adopted by the Governing Body of Alverton Primary School. Chair of Governors Date	

Alverton Primary School
Sex and Relationships Education Policy

CONTEXT / INTRODUCTION
"All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- define sex and relationship education;
- describe how sex and relationship education is provided and who is responsible for providing it;
- say how sex and relationship education is monitored and evaluated;
- include information about parents' right to withdrawal; and
- be reviewed regularly"

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.
Research demonstrates that good, comprehensive Sex and Relationship Education does not make young people more likely to become sexually active at a younger age.

SRE will be taught in the context of relationships and will promote self esteem and emotional health and well-being and help children form and maintain relationships, based on respect for themselves and for others, at home, school, work and in the community.

While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. SRE is not used as a means of promoting any form of sexual orientation.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantage or whether they are looked-after.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for a child's age and physical development with differentiated provision if required. Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of SRE.

Process for Policy Development
The policy has been developed in consultation with pupils, parents / carers, teaching and non-teaching staff, governors and other relevant agencies.
Working party groups were set up to review the existing SRE policy. The groups comprised the PSHE / Pastoral Lead, three teachers, the nominated Governors for SRE and two parent representatives.
Each group met and discussed the planning as well as confidence in its delivery. The consultation included auditing existing provision in order to develop, implement, monitor and evaluate the SRE curriculum.

A comprehensive letter was sent out to parents sharing the plans and making them fully aware of what would be covered. They were also invited to come in and discuss these.

AIMS AND OBJECTIVES FOR SEX AND RELATIONSHIPS EDUCATION

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.
This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

Reception - Family and Friendship

1. Caring friendships: understanding the importance of friendship
2. Being kind: recognising the importance of forgiveness
3. Families: understand there are lots of different families

Year 1 - Growing and Caring for Ourselves

1. Different friends: knowing we can be friends with people who are different to us
2. Growing and changing: understanding babies and children grow up
3. Families and care: exploring different types of families and who can help us

Year 2 - Differences

1. Differences: exploring gender stereotypes
2. Male and female animals: exploring males and females are different
3. Naming body parts: knowing the physical differences between males and females

Year 3 - Valuing Difference and Keeping Safe

1. Body differences: exploring the differences between males and females
2. Personal space: understanding appropriate touch
3. Help and support: exploring different types of families and who can help us

Year 4 - Growing Up

1. Changes: exploring the human lifecycle
2. What is puberty?: exploring how puberty is linked to reproduction
3. Healthy relationships: exploring respect in a range of relationships

Year 5 - Puberty

1. Talking about puberty: exploring emotional and physical changes
2. The reproductive system: understanding male and female changes
3. Help and support: understanding the importance of personal hygiene

Year 6 - Puberty, Relationships and Reproduction

1. Puberty and reproduction: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships

ORGANISATION OF SEX AND RELATIONSHIPS EDUCATION

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main Sex and Relationships Education in our Personal, Social and Health Education (PSHE) curriculum, some SRE will be covered through other subject areas (eg Science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing.

All schools must teach the following as part of the National Curriculum Science Curriculum. Parents do not have the right to withdraw their child / children from these lessons:

National Curriculum Science
Key Stage 1
Year 1
Identify, name, draw and label the basic parts of the human body
Year 2
Notice that animals, including humans, have offspring which grow into adults.
Year 5
Describe the life cycle of a mammal.
Describe the changes as humans develop to old age.
Describe the life process of reproduction in some plants and animals.
Year 6
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

METHODS OF TEACHING AND RESOURCES

SRE is delivered through specific PSHE sessions, Circle Time and Science. SRE is taught by class teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse. Barnardos and NSPCC come in to compliment the teaching.

SRE is usually delivered in mixed gender groups; however, on occasion single gender groups are used where this is more appropriate and relevant.

A range of teaching methods which involve children's participation are used to teach SRE such as discussion, drama and role play and research and presentation. Teaching methods will be appropriate to the age and the developmental needs of individual pupils.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question 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.

In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the local Health Authority about suitable teaching materials to use with our children in these lessons.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Our SRE teaching and learning is based primarily around the Christopher Winters scheme of work and resources.

Other resources include fiction books, reference books, leaflets and extracts from videos. These include:
Channel 4 Living and Growing video Units 1, 2 and 3 plus work books
Unit 1 5-7 years Differences / How did I get here? / Growing Up
Unit 2 7-9 years Changes / How babies are made / How babies are born
Unit 3 9-11 years Girl Talk / Boy Talk / Let's talk about sex
Available from 4 Learning, PO Box 400, Wetherby LS23 7LG Tel 0870 246444

THE ROLE OF PARENTS
The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's SRE policy and practice;
- send out letters to parents when aspects of the SRE programme are taught and invite them to meet with us and view the materials used, explaining the content of the lessons and offering them the opportunity to discuss any concerns;
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for SRE in the school.

Parents have the right to withdraw their child from aspects of the SRE programme that we teach in our school that are not included in the Science National Curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will comply with the wishes of parents in this regard. Every effort has been made to reassure parents and to help them feel comfortable with what we are teaching; this has been successful and parents feel confident and happy to approach staff if necessary.
Parents should feel free to make contact with the school on any issues of concern to them or their son / daughter. The Governing Body has full confidence in the staff of the school and believes that the best interests of pupils and their parents will be served by the sensitive consideration of all matters relating to human sexuality.

The school's SRE policy is published on its website and further details are available on request.

CHILD PROTECTION / 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. SRE lessons are conducted in a sensitive manner and children can ask questions in confidence if they need to. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicated that they may have been the victim of abuse.

The staff member will inform the Head Teacher / Designated Safeguarding Lead who will act on these concerns in line with the school's procedures for child protection.
A member of staff cannot promise confidentiality if concerns exist.

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

When appropriate, visitors such as the school nurse may be involved in the delivery of SRE, particularly in Key Stage 2.

LINKS WITH OTHER POLICIES
This policy is linked with the following policies:
PSHE and Citizenship
Single Equality Scheme
Child Protection and Safeguarding
Confidentiality
Behaviour
Anti-Bullying

MONITORING AND EVALUATION OF SEX AND RELATIONSHIPS EDUCATION
Amy Clemens is the designated teacher with responsibility for co-ordinating SRE.

Sex and relationship education is monitored and evaluated by Martin Higgs (Headteacher), Amy Clemens (PSHE / Pastoral Lead), Nanette Newton-Hinge and Simeon Royle (named Governors with responsibility for SRE) as part of the school's development plan. As a result of this process, changes may be made to the sex and relationship education programmes as appropriate.