



## Surrey Street Primary School Sex and Relationship Education (SRE) Policy



### Philosophy:

Sex and Relationship Education describes the teaching and learning we offer to the young people in our school, helping to inform their decision making and develop their relationship skills. Sex and Relationship Education is a crucial part of preparing children for their lives, both now and in the future, as adults. It is important that young people have the opportunity to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

### Definition

SRE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, including the importance of stable and loving relationships and marriage for family life, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

### Aims

This policy aims to clarify the content and the manner in which SRE is delivered in this school. It is based on the DfEE guidance document Sex and Relationship Education (ref DfEE 0116/2000), which is the most recent DfE document available.

The three main aims of the Surrey Street 'Sex and Relationship Policy' are:

1. For pupils to gain knowledge and understanding.
2. To develop positive attitudes and values, regardless of religion, cultural background, nationality, gender, sexual orientation, disability or special educational needs.
3. To develop and extend pupil's personal and social skills.

## Organisation

We ensure that SRE is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way. SRE is taught primarily through the science curriculum, the 'Changing Me' units of the PSHE (personal, social, health and economic education) curriculum and RE.

## The Curriculum

The curriculum is carefully designed to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element. Within the wider PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern-day issues, such as body image, cyber and homophobic bullying, and internet safety.

In the Early Years Foundation Stage pupils are taught:

- how to look after themselves, for example self-help skills;
- that animals, including humans, move, feed, grow and use their senses;
- how they have changed since they were babies.

In Key Stage 1 pupils are taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans and other animals;
- that humans and other animals can produce offspring and that these offspring grow into adults;
- to recognise similarities and differences between themselves and others and to treat others with sensitivity and respect.

In Key Stage 2 pupils are taught:

- how their bodies change as they grow older, including during puberty;
- to recognise similarities and differences between themselves and others and to treat others with sensitivity and respect;
- that the life processes common to humans and other animals include nutrition, growth and reproduction;
- about the main stages of the human life-cycle, including conception to the birth of a baby.

## **Assessment**

Pupil's progress and learning in SRE will be assessed against the appropriate learning outcomes (see PSHE policy).

## **Resources**

A range of teaching resources are provided through the PSHE scheme of work, which is based on the 'Jigsaw - the mindful approach to PSHE'. These resources can be inspected by parents and governors through liaison with the PSHE subject leader.

## **Special Educational Needs**

Young people with special educational needs will not be withdrawn from SRE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

## **Monitoring and Evaluation**

The PSHE subject leader (Mrs J Staniforth) will be responsible for the monitoring and evaluation of SRE. This policy and its programmes of study will be reviewed annually and will involve the monitoring of lesson plans, books scrutinies and child interview. Any feedback will be given to staff in written form or through a staff meeting.

## **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 potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality.

If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures.

## **The Role of Parents**

We value and respect the learning that occurs in the community and in the home, believing that this, alongside school links, are essential dimensions of sex and relationship education. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- inform parents about the school's sex and relationships education policy;
- notify parents before sensitive issues are taught in lessons;
- answer any questions that parents may have about sex education;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for it in the school.

Under section 405 of the Education Act 1996, parents have the right to withdraw their child from the teaching of sex education, other than the statutory content within the National Curriculum.

If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to explain their reasons for withdrawal, making it clear which aspects of the programme they do not wish their child to participate in. They will then be invited to a meeting with the Headteacher so that both parties are clear on the agreed outcome.

## **The Role of Other Members of the Community**

We encourage other members of the community to work with us to provide advice and support to pupils with regard to health education. For example, a nurse from the health service may come into school to support the delivery of some content. This content may include the parts of the body, how these work and changes that happen during puberty.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **The Governing Body**

The governing body has responsibility to ensure the school's SRE policy is up-to-date and 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. The governing body will continue their involvement through regular evaluation of provision and policy.

## **Complaints Procedure**

See Complaints Policy.

## **Links to other Policies**

SRE should be considered alongside the policy for Personal, Social, Health and Economic Education (PSHE).

Other relevant policies: Child Protection; Anti-bullying; Drugs

Shared with staff: February 23<sup>rd</sup> 2016

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