



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### Rights Respecting School

Glusburn Community Primary School is proud to be a UNICEF Rights Respecting School. Our school was the first in North Yorkshire to receive the award in 2009.

This Policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage *children to respect others, human rights and their own and other cultures*. It should also help them learn to live peacefully, protect the environment and *respect other people*.
- **Article 24** Children have the right to information to help them stay healthy.

### Glusburn Primary School Mission Statement.

We want our school to be a place where everybody feels welcome.

We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.

We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.

We will promote our common values and value our differences within the school and the wider community.

### **Our common values**

- Show Respect
- Practise Manners
- Being Safe
- Working together
- Being Honest, Trustworthy and Responsible citizens.

### **Every Child Matters**

Overriding common values:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Economic well-being



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### Definition

Sex and Relationship Education (SRE) is one element of the school's work in Science and in Personal, Social and Health Education and Citizenship (PSHCE).

Like other areas of PSHCE, SRE is concerned not only with academic learning but also social development. At Glusburn, SRE is lifelong learning about emotions, relationships and reproduction. It involves acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. It is only during Year 6 that sexual relationships are considered.

### Rationale and Statutory Requirements

SRE at Glusburn Community Primary School has a number of broad outcomes and specific aims, listed in the following section. SRE helps children to make sense of the world around them and supports their emotional development. In addition, SRE can help to support academic achievement.

However, there is also a legal requirement. As well as non-statutory guidelines for PSHCE, including SRE, the National Curriculum for Science specifies aspects of SRE that must be taught; it requires that pupils should be taught about reproduction and the human life cycle.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

The Education Regulations 1993 require all maintained schools to publish a summary of the content and organisation of any sex and relationship education which they provide. Our SRE Policy is available on our school website.

The 1988 Education Act requires school to:

- Promote the spiritual, moral, social, cultural and physical development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

### Values

The overall aims and objectives of Glusburn Community Primary School form our Mission Statement, which underpins SRE.

- We want our school to be a place where everybody feels welcome.
- We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.
- We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.
- We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.
- We will promote our common values and value our differences within the school and the wider community.

### Aims

SRE will develop children's personal and emotional development and children's knowledge and understanding with the following desired learning outcomes:



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### Attitudes, Values and Skills

Confidence in talking, listening and thinking about feelings and relationships Prepare and support children (physically, emotionally and morally) through puberty to adult life

Values and attitudes and the personal skills needed to make sensible choices Help children to form and sustain healthy relationships  
Help children to protect themselves and ask for help and support.

### Knowledge, Understanding and Skills

Knowledge and understanding of growing up in terms of both the physical and emotional changes involved

Knowledge which is clear, reliable, appropriate and authoritative

Examine opinions and concepts, dispel misunderstanding and encourage discussion and exploration of facts

Ability to name body parts and explain how bodies work

Begin to acquire appropriate knowledge and understanding of sexual development and relationships (from Year 6)

### Roles and Responsibilities

**The PSHCE Co-ordinator:** Mrs Lynn Ashton is the curriculum lead and therefore is responsible for all aspects of the PSHCE including SRE. In respect of SRE, responsibilities are to:

- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Monitor and advise on organisation, planning and resource issues across the school
- Review / update the policy on a three year cycle or sooner if necessary
- Keep the governing body fully informed of issues and progress in SRE
- Act upon any concerns, which may arise from pupil disclosure during SRE sessions.

### The Governing Body

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to SRE provision for all pupils.

### The Teacher

Teaching children about SRE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis e.g in assemblies and through implementing our behaviour policy.

It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular, to:

To establish with pupils a set of ground rules which set the parameters for discussion

To recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.

Prepare pupils for the opportunities, responsibilities and experiences of adult life

Discuss all types of relationships with sensitivity and respect

Approach the teaching of SRE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge and understanding from other Science topics; through dialogue with Child Protection Officer about vulnerable pupils

Be developmental and appropriate to the age and stage of the child – common starting points are not assumed

Inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate.

Not be drawn into providing more information than is appropriate to the age of the child

Acknowledge questions that are too explicit which may need to be answered, at a parent's discretion, by the parent or carer.

### The Teaching Assistant

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe) and in discussion.



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### External Agencies

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships, growth and changes.

In Y6 the school nurse contributes to work on physical changes (puberty). Parents are informed of the 'growing up talk' that is given during this final year and if they have any questions or concerns, they may consult with the headteacher or school nurse and / or withdraw their child from the particular lesson.

### The Parents

Glusburn Community Primary School is committed to working with parents. They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers e.g. through information workshops for parents / carers.

*Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: "if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, except in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn."*

Parents wanting to exercise this right are invited to see the Headteacher to discuss their concerns.

### Child Protection and Confidentiality

It is the responsibility of Glusburn CP School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Child Protection Officer who will advise or act upon the concern. Under the Children Act 1989, adults "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare".

### Organisation, Planning and Resources

SRE is delivered in line with the National Curriculum for Science, DfE Sex and Relationship Guidance.

Much of SRE is developed indirectly in day-to-day teaching and learning. (For example, at KS1 pupils are taught that family and friends should care for each other and this is addressed regularly in the classroom.)

However, to ensure full coverage, SRE is addressed in two ways:

Through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (e.g. under a heading such as 'My body' or 'Growing up'.

Through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and useful.

The resources used to support SRE include SEAL resources as well as 'Living and growing – Sex and relationship Education for 5-11 year olds'. (Channel 4's Learning programme).

Because SRE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.

For the 'growing up' talk in Years 5 and 6 the boys and girls are spoken to separately as this is considered more appropriate in view of the subject matter and avoids undue embarrassment.

### Equality of Opportunity

All staff strive to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures.

Young people may have varying needs regarding SRE, depending on their circumstances and background. SRE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

### Varying Home Backgrounds

All teaching aims to meet the needs of all children. SRE reflects the realities of children's different lives. This will include, for example, children whose parents have married, divorced or split up and children in public care. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### **Special Educational Needs**

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things, which other pupils learn incidentally e.g. what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (e.g. to read).

### **Gender Issues and Sexual Stereotyping**

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups as and if necessary.

### **Sexuality**

In accordance with DfE guidance, our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. This would include the use of 'gay' or 'lesbian' in a derogatory term. Anti-bullying Week will address the issue of homophobic bullying specifically, otherwise, it will be dealt with as and when it arises. The school Learning Mentor leads a group of children: The Anti-bullying Ambassadors who report bullying concerns to staff members. Evidence forms are used to record incidents and outcomes, these are uploaded to the Ofsted section of the school website to demonstrate how we deal with behaviour issues.

### **Monitoring and Evaluating**

The SRE programme is regularly evaluated by teaching staff. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed each year 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 LEA guidelines.

### References:

This policy was compiled with reference to:

The Framework for Sex and Relationships Education (1999) Sex Education Forum

National Healthy School Standard: Getting started – a guide for schools (1999) DfES

National Healthy School Standard: Guidance (1999) DfES

National Healthy School Standard: What you need to know (1999) DfES

National Healthy School Standard: Sex and relationships Education (2001) DfES

The National Curriculum: Handbook for primary teachers in England (1999) DfES and QCA

PSHE and citizenship: ensuring effective sex and relationships education Sex Education Forum Fact sheet 27 (2002)

Sex and relationships education for primary age children Sex Education Forum Fact sheet 28 (2002)

Sex and relationships education: school responsibilities DfES (2002)

Sex and relationship Education Guidance DfES Circular 0116/2000. (2000)

Sex and relationships: A report from Her Majesty's Chief Inspector of Schools (2002) OFSTED, HMI 433



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### Learning Outcomes

(Ofsted: Sex and Relationships 2002) The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning / assessing work in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

### By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

**Pupils will have considered:**

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

### By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to
- Express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.



## Sex and Relationship Education Policy Spring 2017



### Links

The effectiveness of care, guidance and support in school  
The work of the Learning Mentor.

### Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

### Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers'
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.