



Sex and Relationship Education (SRE) Policy
March 2018.

Date of review	Date of next review
March 2018	March 2020

Context

The purpose of this document is to provide teachers, parents and governors with a clear summary of the role of sex and relationship education (SRE) within the broad education offered at Ingleby Mill Primary School. SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship Framework and is also delivered as part of other curriculum areas, including the statutory requirements of the Science National Curriculum.

This policy also links with other school policies such as the Citizenship policy, anti-bullying policy, child protection and safeguarding policy and data protection policy.

Sex and Relationship Education (SRE) was introduced in the National Curriculum in 1999. Guidance was provided by the Department for Children, Schools and Families (DCSF) in 2000: DCSF Guidance – Sex and Relationship Education 2000 and this policy has been developed using these guidelines. Under the Learning and Skills Act 2000, Head Teachers and Governors have a statutory responsibility to have regard to such guidance when developing SRE policies, and also to protect pupils from inappropriate teaching materials.

SRE Definition and Rationale

'It is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.'

(DfEE Guidance 0116/2000).

'It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction.'

(Education Act 1996, National Curriculum 2014).

Overall Aim of the SRE Policy

Through the implementation of our SRE Policy we aim 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. We aim to prepare our pupils to cope with the physical and emotional challenges of growing up and to give our children an elementary understanding of human reproduction. It is the policy of the governing body of Ingleby Mill that when matters of a sexual nature need to be discussed these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed (unless this course of action would be detrimental to the welfare of the pupil concerned- in this instance child protection procedures will be followed). Pupils' questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

Objectives

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;

- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

The Statutory Provisions

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationship education during their time at school. The school's governing body has overall responsibility and they must have an up to date, written policy, which must be available to parents.

The role of governors:

The governors will liaise with the Head Teacher over all aspects of SRE at Ingleby Mill.

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head Teacher to arrange for a regular programme of staff development, which will include child protection strategies. This will include training for support staff as well as teachers when required.

The role of the Headteacher

It is the responsibility of the Head Teacher to ensure that the LEA, staff, governing body, parents and other appropriate agencies are informed about our SRE policy, and that the policy is implemented effectively. The Head Teacher liaises with external agencies regarding the school's SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Personal, Social, Health Education and Citizenship Co-ordinator

The co-ordinators, together with the Head Teacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide CPD relating to SRE when required.

Parents

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's SRE and have access to this policy.

All Staff

SRE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them.

The Purpose of SRE.

The purpose of SRE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The SRE programme will benefit children, school and society.

SRE has three main elements:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the values of family life, marriage and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making.

2. 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 an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning to recognise and avoid exploitation and abuse.

2. Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Where, When and How?

SRE can be found within the PSHE scheme of work/long term plan (this includes the use of some of the SRE. resource 'Lucinda and Godfrey' which is a progressive scheme spiralling from Reception through to Year 6) as well as within the 'Biological aspects of National Curriculum Science'.

SRE will be delivered within the weekly whole class lesson of PSHE in the children's own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE co-ordinator.

Please note that the SRE should be fully integrated in the school's curriculum and not be isolated and taken out of context or over emphasised.

Coverage

As part of the Foundation Stage, children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and think about relationships with others.

Key stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce;
- To recognise and compare the external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults;
- To recognise similarities and differences between themselves and others and treat others with sensitivity;
- Identify and share their feelings with one another;
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

Key Stage 2

- Life processes including nutrition, growth and reproduction;
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them;
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs;
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

Sex Education in National Curriculum Science.

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex and relationship education within Science. From Sept 2014, Primary Science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they will also learn about the changes in puberty (year 5). The programme of study is set out year by year, but content may be introduced earlier if relevant to pupils' needs.

Parental Right of Withdrawal

Parents have the right to withdraw their children from all / parts of the SRE programme provided at school except for those parts included in the statutory NC Science curriculum. The DfE can offer school a standard pack of information for parents who choose to withdraw their child from SRE.

Specific Issues

Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that affect SRE, which brings

an understanding of what is and is not acceptable in a relationship. SRE may lead to a disclosure of a child protection issue.

Confidentially (refer to confidentiality policy)

If a member of staff (teaching or non-teaching) suspects there to be safeguarding issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the designated officer for Child Protection, and use the procedures set out in the schools Safeguarding policy. Staff need to make pupils aware they cannot legally offer complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The named people at Ingleby Mill Primary School are the Head Teacher- Beth Atkinson, the Deputy Head- Kay Coverdale and Angela Meynell..

Health Professionals (School Nurse)

When visitors and outside agencies are involved their contribution must have been planned as part of the overall SRE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering SRE programmes are expected to work within the school's SRE policy and in the instruction of the Head Teacher.

However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

Puberty

Boys and girls need to be prepared for puberty. At Ingleby Mill Primary School we will plan an appropriate age to do so, in consultation with parents.

Menstruation

Linked to our education about puberty will be preparation for girls to cope with menstruation. Sanitary products are available within school if needed and a disposal unit is situated in the toilets (sanitary towels kept in the medical cupboard). If requested when changing for P.E., pubescent children have the option of using the toilet facilities.

Secondary school liaison

Children from Ingleby Mill transfer into a number of secondary schools. Transition meetings and curriculum planning sharing takes place with staff from those schools.

Dissemination and implementation

Ingleby Mill Primary School

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the Head Teacher.

Inclusion: GAT, LDD

Setting suitable learning challenges:

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities - this may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve!

For pupils whose attainments significantly exceed the expected level of attainment, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work, which draws on the content of different subjects.

Implementation of the policy

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Head Teacher for all other persons who come into contact with the children.

Date of implementation: March 2018

Monitoring and evaluating the policy: This policy will be reviewed every two years by the Head Teacher, PSHE Co-ordinator and the governing body.