

### **What is Sex and Relationships Education?**

*“It is a life-long learning about physical, moral and emotional development. Effective SRE is essential if young people are to make responsible and well informed choices”*

### **Aims and objectives of this policy:**

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

This policy is a working document which aims to provide guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request.

The policy is informed by ongoing professional development offered within the Bristol Healthy Schools networks and guided by recommendations made by PSHE leaders.

### **Moral and Values Framework:**

The SRE programme at Avonmouth CE Primary School reflects the school's Christian values and demonstrates and encourages the following:

- Respect for self;
- Respect for others;
- Responsibility for our own actions;
- Responsibility for family, friends, school and the wider community.

### **Equal opportunities statement:**

The school is committed to the provision of SRE to all of our pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

This will be achieved by:

- Generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment;
- Making SRE an integral part of our PSHE programme;
- Using circle time and the setting of ground rules to foster trust, security and openness;
- Providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils;
- Ensuring the SRE programme is delivered by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

We have chosen to use the **Jigsaw** scheme of work for all areas of PSHE. SRE is covered within this. We may also look at the 'Lifelines' model, which includes Channel 4's 'Living and Growing' series.

### **Legal requirements for the teaching of SRE:**

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

### **Foundation:**

Children 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, using correct, medical terminology;
- 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.

### **Delivery:**

SRE will sometimes be delivered in isolation but is also firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Avonmouth CE Primary School the *main* content is delivered as part of the PSHE curriculum.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

### **Dealing with questions:**

Given the nature of SRE, it is very likely that it will provoke questions from pupils. In answering these questions the following will be considered:

- The age and maturity of the pupil concerned;
- The utilising of specific ground rules which will clarify boundaries for children;
- A clarification that personal questions should not be asked and will not be answered;
- If a teacher doesn't know the answer this should be acknowledged;
- A clarification that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher.

### **Difficult questions:**

*In some cases children may ask very challenging questions to 'test boundaries' rather than to gain a deeper understanding and may have no interest in the answer.*

In these cases, teachers will not answer the questions, and explain why.

Specific ground rules for this work which will clarify boundaries for children will be discussed and agreed with each class.

### **Concerning questions:**

*There may be a situation where a question asked raises a safeguarding concern.*

In these cases, adults will follow the school safeguarding procedures.

### **Genuine questions:**

*A child may have a genuine, but age inappropriate question.*

In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents/carers and discuss if they would like to answer it, or if they would like the school to. In the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

### **Specific Issues within SRE:**

#### **Withdrawal:**

Parents/carers have the right to withdraw their children from all or part of SRE provided at school except for those parts included in statutory National Curriculum (detailed above). Those parents/carers wishing to exercise this right will be invited in to see the Headteacher / PHSE lead who will explore the concerns they have and discuss any impact that withdrawal may have on the child.

#### **Child protection and confidentiality:**

Teachers and support staff need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Headteacher/designated child protection lead in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

# Avonmouth CE Primary School

## SEX & RELATIONSHIPS EDUCATION (SRE) POLICY



### **Monitoring and evaluation:**

The effectiveness of the school's SRE provision will be monitored and evaluated in a number of ways.

- The input of visitors will be monitored and evaluated by relevant staff and pupils. These evaluations will be used to inform future planning;
- Content and the impact of the curriculum will be evaluated through teacher reflections and evaluations;
- Information from staff survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance;
- The policy will be monitored by the PHSE Lead, Headteacher and the governors;
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

### **Related Documents:**

PSHE Policy, Anti Bullying Policy, Safeguarding Policy, National Curriculum

**Policy Date:** May 2016

**Date of policy review:** May 2018

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