

SRE POLICY



INVESTORS IN PUPILS



BLACKGATES PRIMARY SCHOOL
Sex and Relationship Education policy
January 2017
Review date: January 2018

Rationale

SRE is the lifelong learning about physical, moral, emotional and psychological development. It is about understanding the importance of stable, loving relationships based on mutual respect, love and care and the understanding that such loving relationships may be constructed in a very wide range of ways. It is also about the teaching of sex, sexuality and sexual health.

We recently made some additions to our policy following recent changes by the Government and OFSTED:

- The exploration of family life in a variety of situations.
- Sexual orientation along with the issue of Homophobic Bullying (which links to our Anti-Bullying Policy).
- The issue of transgender. Considering the feelings of others and how we can make people who face this lifestyle choice feel accepted and safe both in the school community and in today's society.
- We will discuss the terms gay, lesbian and bisexual to ensure the children have a good understanding of each.
- 'British Values' and the laws around these choices in our country.

We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

Aims and Objectives for Sex and Relationship 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.

At Blackgates Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Our policy is available to view on the school website or from the school office.

The objectives of Sex and Relationship Education are:

- 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 sexual 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

Context

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. Children will also learn about keeping themselves safe using the NSPCC Pants Rule.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understanding the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

Sex and Relationship Education will cover: boys, girls and the differences within families. Children will also learn about keeping themselves safe using the NSPCC Pants Rule.

Key Stage 2 Years 5 & 6

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene, periods, changing bodies, wet dreams, erections, hormonal changes, emotions, vaginal discharge, attraction.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. Through Science, children will be taught to notice that animals, including humans, have offspring which grow into adults. In PSHE and SRE, they will learn about healthy relationships, different types of relationships, how a baby is made, childbirth and sexual relationships also being for pleasure (Y6). Children will also learn about keeping themselves safe using the NSPCC Pants Rule.

Children with special needs

Blackgates School has a duty to ensure that children with SEN and learning difficulties are properly included in sex and relationship education. Sex and relationship education will help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more 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. Blackgates School will ensure that pupils with SEN receive sex and relationship education. Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. Our school will take care not to marginalise sex and relationship education.

Equality Statement

At Blackgates Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender
- ethnicity
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive and we recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

The role of parents

The school liaises closely with parents via newsletters, specific letters and the website to reassure them of the content of the SRE programme and the context within which it is taught. We also want to ensure that parents feel confident engaging in discussions about the subject with their children. The school will help support parents in:

- Helping their children to learn the correct names for parts of the body
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling attraction sexuality, sex, relationships and sexual health with age appropriate material
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children
- Materials used in the SRE Programme will be available to parents on request

The role of other members of the community

"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

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of the Co- Headteachers.

Pupil Consultation

Asking children their views on SRE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at.

At Blackgates, pupil consultation can take the form of discussions within classroom activities or class question/worry boxes, which ensure all pupils have a voice in the process.

Some of the questions asked would be:

- Where do you get information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in SRE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve SRE in our school?

Resources

Teachers use a range of resources e.g. images, 3-D models, stories and games to enhance and enrich SRE. The Channel 4 Living and Growing DVD is used in Year 5 and 6. Resources should support inclusion in terms of the range of people and relationships they portray and must contain medically correct facts.

Teachers should work through the following questions when choosing and using resources:

Choosing a resource:

- Individual resources may not meet all the above criteria but the programme should aim to use resources which, used together, promote inclusive SRE
- Is the resource consistent with the values set out in the school SRE policy?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?

- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys / women and men and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Is it necessary for parents and carers to be consulted about the resources?
- Are teachers confident about using the resource?

Learning environment.

Classes will display and discuss PSHE ground rules drawn up by the children, with guidance from the Leeds Health and Wellbeing service. Additional non-negotiable rules for SRE (appendix 2) will also be discussed. These must be referred to at the start of each lesson and displayed in the classroom.

Confidentially

Children cannot learn effectively if they are concerned or frightened about being abused or being victims of violence in their own home. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is, and is not, acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of school's staff suspects that a child is a victim of, or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. Our senior members of staff with designated responsibility for child protection are: Mrs Coulson, Miss Bunnage, Mr White and Mrs Haley. If a member of staff is accused of abuse, the procedures outlined in the school's child protection and safe guarding policy should be followed.

Disclosures

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher will talk again individually to the pupil before the end of the school day.

In the rare case where a child of primary age discloses information they are sexually active, this becomes an issue of child protection and the named member of staff for child protection should be informed. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure. Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies. Outside the classroom situation, they can exercise their own professional judgement maintaining the pupil's best interests at all times.

Answering difficult questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the designated safeguarding staff within school.
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will say 'that is not appropriate at this time, as we are not learning about that.' If it is something which the teacher feels needs following up, they should refer the child to a member of the SLT or the safeguarding staff.

To maintain trust and respect the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

Procedures for withdrawal of pupils

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact either Co-Headteacher, Mrs Coulson or Miss Bunnage and discuss it further and take the opportunity to view the materials and resources being used. If at this point, parents still wish to withdraw, then the responsibility to teach the child about puberty and SRE lies with the parent/carer and must be done before the lessons take place in school. This is to ensure that when discussions and questions arise outside the classroom, every child is equipped with the appropriate knowledge.

The organisation of Sex and Relationship Education

Mrs Coulson, Miss Bunnage and Mrs Haley are the designated teachers with responsibility for coordinating sex and relationship education. Class teachers are supported with training and team teaching to help deliver the SRE curriculum effectively.

Sex and relationship education is delivered through science, RE, PSHE, Literacy activities and circle time. Sex and relationship education is taught by classroom teachers, and if appropriate, outside agencies, such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

Monitoring and evaluation

Monitoring is a leadership activity (carried out by the Co -Headteachers and the Governor with responsibility for SRE). It is an ongoing process that checks the degree to which the SRE Policy and programme is being effectively

implemented. The school also uses 'My Healthy School Survey' to assess the effectiveness of SRE in Year 5/6. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Do children have a clear and secure understanding of SRE?

Evaluation

Evaluation is what the teachers do in response to the teaching. It is the process that measures whether the lesson or unit of work is effective and worthwhile. It should be used as a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the SRE programme or policy. Staff use the SRE toolkit to assess prior knowledge and adapt teaching as a result of this. Teachers are encouraged to feed such findings back to the Head teacher. Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

Appendix 1

SRE - Agreed Vocabulary

Year 1/2

vagina penis

Year 3/4

vagina penis puberty breasts testicles

Year 5

vagina penis puberty breasts testicles
sperm ovum menstruation wet dream
erections ejaculation tampon period circumcised
sanitary towel

Year 6

vagina penis puberty breasts testicles
sperm ovum menstruation wet dream
erections ejaculation tampon period circumcised
sanitary towel gender sexual intercourse
reproductive organs conception sex cells pubic hair
nipples scrotum vulva vagina clitoris
cervix ovaries testicles foreskins anus
urethra fallopian tube womb fertilisation
homosexual conception make love sperm contraception
HIV female genital mutilation(FGM)
inner lips (labia minora) outer lips (labia majora)

Appendix 2

Non-negotiable SRE rules

- To be kind to and supportive of each other
- To laugh with but not at each other
- To listen by looking at each other and not interrupting
- To respect other people's views and feelings
- To not ask off topic questions (out loud)
- We will not gossip about the lesson but we will talk to someone we trust if we feel there's a need to get help
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later
- To use biological vocabulary
- It's ok to say pass / not join in
- Not to use judging questions and to respect opinions, situations and background

This policy will be reviewed by

Adopted by Governors

Signed by Chair of Governors

Date.....

Name of people involved in developing this policy: Rachel Haley

This SRE Policy was formally adopted by Blackgates Primary School on -

Date ...13.3.17.....

Review Date 13.3.19.....

Headteacher

Governing Body