

Redlands Primary School

Sex and Relationship Education (SRE) Policy



“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (Sex and Relationships Education, Statutory Guidance, DfE, 2000.)

At Redlands our children learn about sex and relationships from the very youngest age, even if we don't talk to them about it. Some of the things they learn can be incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation, but it does enable young people to mature, to build their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Redlands Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

1. Context/Introduction

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdraw; and
- Be reviewed regularly”

[Sex and Relationship Education Guidance - DfE 0116/2000 p7 1.1]

At Redlands we believe that:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation, age, nationality, religion, cultural and linguistic background all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

2. Elements and Entitlements

2.1 Sex and relationship education has three main elements:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

2.2 Entitlements:

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE.
- Contribute their views and ideas in support of the development of SRE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date information delivered in a way that meets their needs.
- A safe and supportive environment for their children.
- Information about how and when SRE is taught.
- Understand their rights and responsibilities in relation to SRE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

Our Sex and Relationships Education Policy

At Redlands, 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.

3. Introduction

3.1 Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves, for others at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

3.2 Other school policies are relevant to our provision of SRE: Safeguarding and Child Protection, Confidentiality, Behaviour, Anti-Bullying, Equality Inclusion and Diversity, Curriculum.

4. Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills
- Develop positive values and a framework that will guide their decisions and behaviour
- Develop understanding of the value of loving, stable relationships and family life as a positive environment in which to bring up children
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop loving, caring relationships based on mutual respect
- Be able to name the parts of the body and understand the process of human reproduction

- Understand the reasons for and benefits of delaying sexual activity
- Be prepared for puberty and the emotional and physical effects of body changes
- Understand the attitudes and skills needed to maintain their sexual health
- Recognise and avoid exploitative relationships, including engaging in sexting
- Value, care for and respect their bodies
- Access additional advice and support

5. Delivering our SRE curriculum

- 5.1** Our curriculum for SRE (see Appendix 1) describes elements which will be taught. The curriculum is wholly consistent with the National Curriculum (2013). Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science, e.g. the biological aspects of puberty, reproduction, and some parts are based on non-statutory PSHE teaching.
- 5.2** We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in the delivery of SRE.
- 5.3** SRE will be taught in PSHE designated lessons, Science, RE and PE.

6. Responsibilities for curriculum delivery and policy implementation

- 6.1** We regard it as the shared responsibility of all adults working in the school to respond to a child's request for information and advice in the appropriate way. All staff are encouraged to access support from colleagues where necessary.
- 6.2** The SRE curriculum will primarily be delivered by class teachers.
- 6.3** Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE subject leader.
- 6.4** The PSHE subject leader is responsible for reviewing and evaluating SRE at our school and will report to the Headteacher in this task.
- 6.5** Staff will be assisted in their planning and delivery of the SRE curriculum by the PSHE subject leader.

7. Teaching methodologies

7.1 Ground rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- Asking and answering of personal questions
- Strategies for checking or accessing information

7.2 Answering questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When a spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the curriculum in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should or feel comfortable to answer it, they will seek guidance from the PSHE subject leader.

Where a question or comment from a pupil indicates the possibility of abuse, teachers will pass this information to the designated safeguarding lead in line with the school policy.

7.3 Distancing techniques: In order to protect children's privacy, we employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience, e.g. we use fiction, puppets, case studies, role-play, videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

8. Inclusion

- 8.1** We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation, age, nationality, religion, cultural and linguistic background when planning and delivering SRE.
- 8.2** In relation to nationality, sexual orientation, religion and cultural diversity we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.
- 8.3** In order to ensure the SRE curriculum meets the needs of all:

- We will not promote one particular life style over another
- We will not seek to gain consensus but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the view of a particular religious or cultural group to their peers unless they choose to do so

8.4 In relation to those with special educational needs or disability we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- The management of personal care
- Clarity about sources of support for pupils.

9. Resources

9.1 We will avoid a resource-led approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will select resources carefully in order to meet these objectives. We will select resources which:

- Are consistent with the curriculum for SRE
- Relate to the aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and attainment of the children
- Appeal to adults and children
- Are up-to-date in factual content
- Do not show unfair bias, e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements for SRE.

10. Confidentiality

- Staff are unable to offer absolute confidentiality
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

11. Safeguarding and child protection

11.1 We recognise that effective SRE may alert children to what is appropriate and inappropriate sexual behaviour. There is therefore an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the schools' safeguarding and child protection procedures and will report the disclosure to the school's designated safeguarding lead.

11.2 There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school it will be viewed as a child protection issue and the member of staff will follow the school's procedures and seek advice from the relevant agency.

12. Working with parents, carers and the school community

12.1 Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this by:

- Informing parents and carers about forthcoming SRE topics
- Inviting parents to learn more about resources and activities used in SRE
- Providing supportive information about the parents' role in SRE, including the DfE leaflet 'SRE & Parents'
- Inviting parents and carers to discuss their views and concerns about SRE on an informal basis
- Providing the SRE policy on the school website for parents and carers to access at any time

Right to withdraw

- 12.2** Parents and carers have the right to withdraw their children only from those elements of SRE which are **not** included in the statutory national curriculum programmes of study for Science. They may withdraw their children from those elements which fall within the non-statutory guidance for PSHE.
- 12.3** Any parent or carer who wishes to withdraw their child should, in the first instance, contact the class teacher to discuss the matter. Clarification will be given to the parent/carer about the statutory and non-statutory elements of SRE.
- 12.4** Should the parent/carer still wish to withdraw their child from the non-statutory elements of SRE, a request must be put in writing to the school by the parent.

13. Monitoring, evaluating and reviewing our SRE policy

Monitoring, evaluation and review of the policy is the responsibility of the Headteacher. The policy will be reviewed every 2 years.

Date for review: Autumn 2020

Links with other policies

This policy is linked with the following policies:

Curriculum
Equality, Inclusion and Diversity
Safeguarding Children & Child Protection
Confidentiality
Behaviour
Anti Bullying