

## Wilton & Barford Primary School



### Sex and Relationships Education (SRE) Policy

**Members of staff responsible: Mr. C Neave**

#### **Policy Formation and Consultation Process**

This policy was developed using the framework from the Wiltshire Health team and a consultation process that involved the whole staff.

#### **Background**

The new Sex and Relationship Education Guidance published in 2000 emphasises the need for effective SRE which is firmly rooted within the PSHE and Citizenship Frameworks and is supported by the National Healthy School Standard (NHSS)

Sex and Relationships education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;
- Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided in the PSHE and Citizenship curriculum is complementary to and distinct from the Science curriculum.

**The following policy has been agreed by staff, parents/carers and governors.**

#### **Aims**

Sex and Relationships Education will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships

- Develop their self esteem and sense of responsibility
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

### **Moral and Values Framework**

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural mental and physical development of pupils at this school and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

### **Organisation of SRE**

Co-ordinator responsible for SRE: **Mr Neave**

Teachers responsible for teaching SRE. **All**

Training for teachers in SRE will be provided if necessary.

Teachers delivering SRE will use a variety of teaching methods (see above for PSHE strategies) including establishing ground rules, using distancing techniques, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Classes will be organised in age groups. On occasions the class may be put into two single sex groups to meet the need of the lesson.

Pupils with special educational needs and learning difficulties are included in SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs. Parents/carers are consulted in the development of the SRE curriculum.

### **Resources**

Appropriate resources have been selected that:

- conform to the legal requirements for SRE
- are appealing to the audience and age appropriate
- are appropriate to the needs of pupils in terms of language, images, attitude, maturity and understanding
- avoid racism, sexism, gender and homophobic stereotyping
- are factually correct and up-to-date
- Encourage active learning methods which promote participation.

### **Content**

See SRE and PSHE scheme of work.

## Programme Review

The SRE programme will be monitored and reviewed termly by comments from all staff on schemes of work which are collated by the co-ordinator.

## Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The school's policy on confidentiality clarifies matters for teachers concerning the following:

- ⊕ Guidance about who needs to know in particular instances. Information about pupils should not be passed on indiscriminately;
- ⊕ that teachers should not offer pupils unconditional confidentiality;
- ⊕ that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Child Protection procedure and passed on to the appropriate agency;
- ⊕ that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity;
- ⊕ in the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police in every instance;
- ⊕ teachers are not obliged to pass on information about pupils to their parents;
- ⊕ if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate;
- ⊕ External agencies working with pupils' are made aware of, and abide by, the confidentiality policy. If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people;

Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

## Safeguarding Procedures

See school's Safeguarding policies

### **Child Withdrawal Procedures**

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the schools Sex and Relationships policy and schemes of work.
2. Ask the school for an appointment to see a member of staff concerning withdrawing your child from SRE.
3. Following the meeting if you still wish to withdraw your child you will ask to put your request in writing stating which part of the programme you wish your child to be excluded from.

### **Using Outside Visitors**

The school uses outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, peer educators, theatre groups etc.

Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy, Confidentiality policy and the planned SRE programme
- The need to plan and agree work with the teacher and identify learning outcomes
- Explicit lines of accountability between the visitor and the school

### **Dissemination, Monitoring and Evaluation**

This policy will be made accessible to governors, staff, parents and outside agencies.

The policy will be monitored by the following people: Head teacher, SRE Co-ordinator and all staff.

Reviewed May 2015

To be reviewed March 2016

### **CHILD PROTECTION STATEMENT**

At Wilton and Barford Primary School, we believe that every child has the right to be safe and therefore to be cared for in a way that ensures her/his safety and meets her/his individual needs. We recognise that all children need protection at all times from anything or anyone that may cause them harm and we work together following the Child Protection Policy to ensure this. We respect all members of the school's community and treat information with confidentiality.

## Scheme of Work for Sex and Relationships Education

The following scheme of work will include three lesson plans in each year, covering the topics listed. It is assumed that each lesson will be 45 minutes to 1 hour.

Year Group	Lesson	Lesson Heading	Lesson Content
<b>Reception: Safety &amp; Gender</b>	Ra	Personal Safety	<ul style="list-style-type: none"> <li>▪ Safe/Unsafe play areas</li> <li>▪ Safe/Unsafe people</li> </ul>
	Rb	Personal Hygiene	<ul style="list-style-type: none"> <li>▪ Hygiene – Hand Washing etc</li> </ul>
	Rc	Gender Differences	<ul style="list-style-type: none"> <li>▪ Differences between males and females (various species)</li> </ul>
<b>Year 1: Understanding Human Relationships</b>	1a	Gender Differences	<ul style="list-style-type: none"> <li>▪ Name the different parts of the human body</li> <li>▪ Male and female stereotypes</li> </ul>
	1b	Relationships	<ul style="list-style-type: none"> <li>▪ Explore all different types of relationships</li> </ul>
	1c	Communication	<ul style="list-style-type: none"> <li>▪ Expressing feelings, staying safe and asking for help</li> </ul>
<b>Year 2: Growing</b>	2a	Reproduction	<ul style="list-style-type: none"> <li>▪ The life cycle and how babies are made</li> </ul>
	2b	Growth	<ul style="list-style-type: none"> <li>▪ Revisit body parts and explore changes and why they occur</li> </ul>
	2c	Developing Relationships	<ul style="list-style-type: none"> <li>▪ Principles of relationships (especially friendship) such as trust and honesty etc.</li> </ul>

<b>Year Group</b>	<b>Lesson</b>	<b>Lesson Heading</b>	<b>Lesson Content</b>
<b>Year 3: Changing</b>	3a	Changes	<ul style="list-style-type: none"> <li>Changes which occur to the body, emotions and relationships</li> </ul>
	3b	Getting Help	<ul style="list-style-type: none"> <li>Identifying and coping with changes and asking for help</li> </ul>
	3c	Personal Space	<ul style="list-style-type: none"> <li>Personal hygiene, safety</li> </ul>
<b>Year 4: Reproduction</b>	4a	Body Parts	<ul style="list-style-type: none"> <li>Human reproductive systems</li> </ul>
	4b	Reproduction	<ul style="list-style-type: none"> <li>Why and how humans reproduce (inc introduction to puberty)</li> </ul>
	4c	Relationships	<ul style="list-style-type: none"> <li>Making decisions, making and keeping friends and changing feelings</li> </ul>
<b>Year 5: Growing Up</b>	5a	Relationships	<ul style="list-style-type: none"> <li>Changing relationships, especially with parents, and how to communicate effectively</li> </ul>
	5b	Body Image	<ul style="list-style-type: none"> <li>What it is, what effect it has on individuals and what influences it</li> </ul>
	5c	Puberty	<ul style="list-style-type: none"> <li>What it is and why it is necessary</li> </ul>
<b>Year 6: Preparing for Change</b>	6a	Body image	<ul style="list-style-type: none"> <li>Personal hygiene, choices about body image and dealing with emotional changes about body image</li> </ul>
	6b	Changing relationships	<ul style="list-style-type: none"> <li>Changes in relationships with parents, friends and physical attraction</li> </ul>
	6c	Reproduction	<ul style="list-style-type: none"> <li>Revisit puberty and reproduction, and the sex act</li> </ul>