



# **ASHTON KEYNES C OF E PRIMARY SCHOOL**

## **Sex and Relationships Education (SRE) policy**

**Approved by Staffing, Policies & Communications 29.09.16  
Due for review Oct 2018**

## **Ashton Keynes C of E Primary School**

### **Policy For Sex and Relationships Education (SRE)**

Policy Date: Sept/Oct 2016

Date Due for Review: Oct 2018

#### **Introduction**

This policy covers our school's approach to **Sex and Relationship Education (SRE)**. This 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.

The policy is based on the DfEE SRE Guidance 2000 and the Secretary of State's 2000 Guidance on SRE. The policy will be available to parents through the school website. Paper copies can be requested through the school office.

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

Sex and relationship education will reflect the values of the Wiltshire PSHEE Learn4Life programme and our school's Christian Ethos. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being, and help pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

#### **Aims and Objectives of SRE**

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.

The objectives of SRE 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.

#### **SRE Teaching Content**

For Key stage 1 and Key Stage 2, SRE will be taught through specific PHSEE and RE lessons, from which parents have the right to withdraw their child, and compulsory science lessons, from which parents do not have the right to withdraw their child.

National Curriculum **Science** - Statutory

In Key Stage 1 pupils are expected to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

In Key Stage 2 pupils are expected to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the process of reproduction in some plants and animals.

- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

#### **PHSEE / RE Curriculum – Non-statutory**

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

In Key Stage 1 pupils learning focuses on relationships with friends and family, touching on more sensitive issues such as loss. The children will discuss rituals and traditions associated with birth, marriage and death, whilst considering the emotions involved. It also looks at growing and changing, and personal hygiene and safety.

In Lower Key Stage 2 learning continues to focus on relationships with family and friends and tackles more sensitive issues such as personal hygiene and puberty, recognising that the changes we experience are natural and can be embraced positively.

In Upper Key Stage 2 children learn about the physical and emotional changes that occur in puberty. They will learn about conception, birth and parenting issues, while helping to allay embarrassment. The children will also look at how people deal with sensitive issues such as loss, self-image, stereotyping and media influence. They will consider the choices people make and their consequences.

The current structure and delivery of sessions has been developed in consultation with governors, teachers, parents, children and our wider Christian community.

#### **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through science, RE and PSHEE (Learn4Life). Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors 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.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. Sex and relationship education is monitored and evaluated by subject leaders, SLT and the nominated Governor. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

#### **Specific Issues**

**Parental consultation** The school makes this policy available to all parents via the school website or through the school office on request. The school informs parents, by letter / e-mail, when aspects, such as sexual intercourse and contraception, of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. See appendix 1. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science curriculum. In this circumstance alternative work would be set. Should a parent wish to withdraw their child they should discuss this with the Head teacher, who should be supported by the governing body. However, this rarely happens as by working in partnership with parents they recognise the importance of this aspect of their child's education.

#### **Child Protection/Confidentiality**

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, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

#### **Links with other policies**

This policy is linked with the following policies: PSHE & Citizenship, Equal Opportunities, Child Protection, Confidentiality, Behaviour & Anti Bullying. These policies are available on request.

**Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual needs. All questions will be valued, and will be answered with consideration of the child's prior learning and readiness.

**Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHEE leaders and teacher's responsibility to plan the curriculum and lessons." - DfEE SRE Guidance 2000. When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

**Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teachers with responsibility for sex and relationship education and science. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

**Appendix 1**