

Downe Manor Primary School

Sex and Relationships Education (SRE) Policy

1. Rationale

Sex and Relationship Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Sex and Relationship Education is therefore a tool to safeguard children.

Sex and Relationships Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

Ofsted (2012) states that an OUTSTANDING SCHOOL:

“Ensure pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and respect.”

In judging overall effectiveness, Ofsted will also require evidence of pupil’s social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught SRE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of SRE are taught as an integral part of the school’s PSHE provision throughout the school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Moral and Values Framework

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Sex and Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

2. How our policy was formulated

There is a link governor for PSHE/Healthy Schools/SRE related issues. This policy was formulated following consultation with parent/carers and staff.

3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of SRE.

Objectives are for primary school pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be able to protect themselves and ask for help and support; and
- Be prepared for puberty.

Teaching staff in all schools to be confident:

- In planning, delivering and assessing SRE
- In answering parents' questions and dealing with sensitive issues

4. Equal Opportunities Statement

We recognise and endorse the DMPS statement on Equal Opportunities. Within the planning and delivery of the SRE curriculum, we ensure equal access for all children, taking into account all protected characteristics which include gender, ability, sexuality, physical needs, race, faith and cultural heritage.

It is our policy to answer questions sensitively and honestly.

5. Delivery of SRE

Content of SRE in the curriculum

Ofsted (2012) states that in an OUTSTANDING SCHOOL:

“The imaginative and stimulating PSHE curriculum is skilfully designed to match the full range of pupils’ needs, interest and aspirations and to ensure highly effective continuity and progression in their learning across all key stages. The statutory elements of sex and relationship education (SRE) are fully met”.

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

Downe Manor Primary School follows the Ealing PSHE Scheme of Work which incorporates SRE at an age appropriate level.

Organisation of SRE

SRE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship.

Who delivers SRE and how?

SRE is normally delivered by all teaching staff. Staff have the opportunity to access courses and/or INSET opportunities to assist with the delivery of SRE.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. To support teachers and signpost them to appropriate resources, they will be signposted to training and SRE INSET offered by the Ealing Health Improvement Team offers training and INSET on SRE.

Questionnaires about the delivery of SRE is given to staff before the SRE lesson, and used as a baseline to assess their level of confidence and the support that they require. Staff complete the questionnaire again at the end of term/ the academic year to assess changes.

SRE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies helping us to deliver SRE in our school e.g. The School Health Advisor
- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Resources:

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers. Resources are regularly reviewed and updated to ensure they are relevant and meet the need of all pupils.

6. Assessment & Evaluation of Learning and Teaching

Assessment of SRE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Peer assessment
- Self assessment
- Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

7. Specific Issues within SRE

Confidentiality and Child Protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue. Schools should designate a member of staff to deal with these incidents.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the HM Government's document on 'What to do if you're worried a child is being abused':

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>

Partnership with Parents:

The school views parents as partners in the delivery of SRE.

Parents will be informed about the sex and relationships education programme at the start of the academic year as part of information provided on what their children will be learning.

The school will liaise with parents through:

- SRE workshops
- Newsletters

- School website
- Letter

The school encourages parents to voice their concerns about SRE with their child's teacher and will be invited to view materials.

SRE homework will encourage discussion with parents/carers to enable them to engage in discussion with their children and to be aware of what the school is teaching.

Parents wishing for further support with talking to their child about SRE issues can contact the school.

This policy will be available on the school website for parents.

Child Withdrawal Procedure

Sex and Relationships Education is to be taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. Any parent wishing to exercise their right to withdraw their child from non-National Curriculum aspects of sex education are encouraged to discuss these issues with the class teacher first. If appropriate then parents can discuss their concerns with the Head Teacher. The Head Teacher will report the number of children withdrawn from the SRE programme to the Full Governing Body via the Head Teachers Report termly.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

Answering Difficult Questions/ Dealing with sensitive issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only scientific names for body parts will be used in Key Stage Two. In Foundation Stage and Key Stage One these are referred to as 'private parts'
- Meanings of words will be explained in a sensible and factual way

- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their SRE

Dissemination

The Health Coordinator will:

- Disseminate a copy of the SRE policy to all staff members and governors
- Provide regular training to staff on the policy content
- Ensure that there are copies of the SRE policy are available from the school office and on the school website for parents to access.
- Include a short summary of the policy in the school prospectus.

The PSHE/SRE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.

<p style="text-align: center;">APPENDIX 1: Statutory Provision of SRE under Science Curriculum</p>
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Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- 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

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

Key Stage 3

- That fertilisation in humans is the fusion of a male and a female cell
- about the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

Taken from: DfES (2000) Sex and Relationship Guidance:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200116%202000>

26/3/13)

(accessed

**APPENDIX 2:
Sex and Relationship (SRE) Staff Questionnaire**

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Please complete this questionnaire as honestly as you can. Your honesty will really help me to assess how you are doing as a school and identify the areas that may need development. It will also help us target our support more efficiently.

You don't need to write your name on the forms, so the answers will be anonymous.
Thank you.

→ Please circle/ highlight the answer that best answers the question. Some questions will require a written answer.

How often do you teach planned SRE lessons?	Once a week	Once every two weeks	1-2 times a term	Rarely
How often do you carry out 'spontaneous' SRE to respond to issues that arise in the class or school environment?	Once a week	Once every two weeks	1-2 times a term	Rarely
If you are not teaching much SRE, what causes this?	Lack of time to plan?	Lack of time to teach it?	Unsure of how to teach it?	Other (please specify)
How important do you think it is to teach SRE?	Very	Quite	Not very	Not at all
Do you feel confident teaching SRE?	Very	Quite	Not very	Not at all
Have you noticed a positive impact on children's behaviour and learning as a result of SRE lessons?	A lot	Some	Not much	Not at all
What subjects and topics have you taught in the last term that had a link to SRE? (please specify)				
What do you view to be the main benefits of teaching SRE to the young people across the school?				
What areas of SRE have you become more confident in during the last year?				
What areas of SRE would you like more support with?				
Any other comments/ questions:				

