



Sex and Relationships Education Policy

This policy is in line with the DfES guidance 0116/200 (Sex and Relationship Education) and SRE for the 21st Century, the supplementary advice produced by the PSHE Association.

To be read in conjunction with the following policies:

- PSHE policy
- Drug Education policy
- Safeguarding Policy
- Anti-Bullying Policy

Context

The PSHE curriculum has been carefully mapped to ensure that children from Nursery to Year 6 experience a comprehensive range of activities. SRE (Sex and Relationships Education) is an aspect of the PSHE curriculum taught throughout the year (see PSHE Curriculum Overview).

Philosophy

We believe that all children should have access to an effective Sex and Relationships Education relevant to their age and understanding, which will support the development of their social, health and emotional wellbeing.

Aims

To provide a broad, balanced Sex and Relationships Education curriculum delivered by confident staff. The PSHE manager will ensure that relevant and regular INSET is delivered to staff to ensure that they feel confident with the curriculum.

Objectives

1. To promote appreciation of loving and caring relationships and understand the support which secure relationships can give.
2. To promote the emotional, social and physical well-being of children within the school, and enable the children to realise the consequences of their own actions on other people.
3. To generate an atmosphere in which children feel able to ask questions and discuss sex and relationship matters without embarrassment
4. To encourage children to have regard for moral considerations and the value of family life
5. To develop ideas of non-stereotyped gender roles
6. To make young people aware of their rights, including the control they have over who touches their bodies
7. To develop the skills and responsible attitudes required for their future roles as parents and child carers
8. To encourage children to recognise, prepare for and manage growth, development and change, and educate children to make informed choices about healthy lifestyles



9. To make the children aware of the services and sources of information and support available to them

Values to be encouraged

- Respect
- Concern for others
- Empathy
- Openness
- Sensitivity
- Confidence
- Responsibility
- Self-esteem

Areas of Responsibility

Sau Wai Kan has overall responsibility for SRE.

There is a named governor with designated responsibility for SRE.

Governors

- To ensure the legal framework is followed
- To consult with parents on any significant changes to the school's sex and relationship education policy
- To implement the sex and relationship education policy through the Head Teacher
- To carry out a policy review every two years
- To make copies of this policy available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one
- To implement the Sex and Relationship Education Policy
- To ensure the policy is followed
- To liaise with the Governors on the teaching in school
- To liaise with parents
- To ensure the policy is reviewed every two years
- To disseminate information to staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate

Class Teacher

- To prepare long and short-term plans to include Sex and Relationship Education in the Curriculum
- To ensure the correct resources are available
- To respond to the individual needs of children

School/Health Service Specialists

- To give support throughout the school, when appropriate

The Inclusion Manager

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at the School
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs



The content of the Sex and Relationship Education Programme

The content needs to include:

- knowledge
- discussion of morals and values
- practising skills

Sex and Relationship Education is delivered within the Science Curriculum and the four broad themes within PSHE

1. Increasing confidence and responsibility and making the most of pupil's abilities
2. Preparing to play an active role as citizens
3. Embracing a healthier lifestyle
4. Developing good relationships and respecting differences between people

Through Sex and Relationship Education, the children should:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body
- Be able to protect themselves and ask for help and support
- Challenge Stereotypes

Within the Statutory Science Curriculum, the children should:

Key Stage 1:

- Know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- Recognise the main external parts of their bodies
- Know that humans and animals can produce offspring, which grow into adults
- Recognise the 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.
- To know about the main stages of the human life cycle

In Primary School the Sex and Relationship Education programme is tailored to the age and the physical and emotional maturity of the children. Both boys and girls know about puberty and how a baby is born. All children need to know about puberty *before* they experience the onset of physical changes. The transition year before moving to secondary school should support pupils' ongoing emotional and physical development.



Assessment

At the end of specific units, children will complete an assessment/evaluation sheet in which they can demonstrate their own understanding of the work covered, as well as providing useful feedback for future planning.

Teaching and Learning

All staff (teaching and non-teaching) must be aware of the requirements of this policy and must understand their responsibilities in supporting the overall aims of the policy, as well as using correct vocabulary. The permanent class teacher will have responsibility for teaching the SRE unit of the PSHE curriculum; it is not to be covered by supply teachers or Higher Level Teaching Assistants.

Teachers will adhere to the prescribed planning and will not steer away from lesson objectives. Should questions arise that are not related to the objectives or suitable/appropriate to be answered at that time, teachers will remind children of the purpose of the lesson and explain that they will not need to discuss this at that time. Teaching staff will follow the PSHE curriculum map which covers PSHE, Citizenship, the SEALS programme, SCARF (Life Bus Lessons) and The Christopher Winter Project to deliver the sex and relationships education programme for their year group.

Teaching must be varied and take account of different learning styles of children and there must be the opportunity for Speaking and Listening activities. Pupils are taught in mixed-gender classes and differentiation for age, ability, gender and maturity must be built into each lesson. Medium and Short Term planning of each member of staff will give details of the specific Learning Objectives to be addressed, which will be monitored by the PSHE Manager. The SRE curriculum is delivered in a developmental manner so that issues are explored in greater depth as pupils mature. SRE is taught in each year group during the first half of the summer term. It is delivered over three consecutive weeks in discrete lessons. Some relationship aspects, however, are covered in other subjects throughout the year such as PSHE, Science and P.E. where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground.

Outside Agencies

Where relevant, outside agencies (Life Bus, School nurse, etc) can be used to deliver parts of the programme. The school is aware of the range of Support Services available from Hillingdon Borough, and of borough procedures regarding issues connected with Sex and Relationships.

Resources and Criteria Used for their Selection

The resources used will be reviewed periodically to ensure that they are age, gender and culturally appropriate, and that special needs of pupils are accommodated.

The PSHE Subject Leader, in consultation with teachers and Governors, chooses all resources. Advice is taken from appropriate sources. Parents' comments are taken into consideration.

Year 1 will use the Croydon SRE unit of work. Years 2-6 will follow The Christopher Winter Project scheme of work. All resources are available on the school server in the PSHE, SRE folder. A resources review forms part of the development plan for this subject



Monitoring and review

The teacher with responsibility for managing PSHE will monitor teaching and planning via classroom observations, planning scrutiny and discussions with staff and pupils during their allotted monitoring time.

Teaching staff will review work at the end of the summer term and comment on its effectiveness and availability of resources, in line with the established procedures at the school. This information is monitored by the Deputy Head and the subject leader. The policy will be reviewed every two years, in line with established procedures at the school.

Staff Training

Staff can receive training on SRE through peer observation, shadowing and team teaching. They can also access suitable courses provided by the LA or external providers.

Equal Opportunities

Staff must ensure that all children, regardless of gender, ability, religion, culture, ethnic origin, or socio-economic status must have full access to sex and relationships education, respecting the parents' ultimate legal rights to withdraw their children from lessons.

Home-School links

We are committed to working with parents in order to promote the wellbeing of children. Induction materials ensure that parents know about the school's programme of SRE and that they can withdraw their child from SRE lessons. Details of SRE are given to parents at the beginning of the summer term, via a Curriculum Statement' which will contain information on the whole PSHE programme for that term. The Curriculum Statement also informs parents of the opportunity to view the SRE schemes of work upon request

Parents who wish to withdraw their children

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education at Ruislip Gardens Primary. Parents should be aware that children cannot be withdrawn from those parts included in the statutory National Curriculum Science lessons. In the event of a child being withdrawn from a lesson, alternative arrangements will be made, i.e. that child is provided with appropriate, and challenging PSHE related work until the SRE lesson is over.

It is hoped that by giving parents the opportunity to view the relevant SRE materials that they will not choose to withdraw their child from the SRE lessons. However parents who have chosen to view the SRE materials will also be given a letter informing them that if they wish to withdraw their child from the SRE lessons for that year, they *must* put this request in writing and give this information to their child's class teacher. This request will only stand for one year as the content of the SRE curriculum will change the following year. Teachers should speak to those parents who want to withdraw their children and provide them with the relevant lesson resources should they wish to cover the content at home.

Complaints Procedure

If a parent or guardian has any cause for concern about the SRE Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved, the Governors can be contacted.

Dissemination of the Policy

A copy is sent to those parents and guardians who request one. The policy is presented to all staff and a copy made available to them.



The policy is available on the school web site for all parents to inspect.

Teaching Strategies that can help with Sexual and Relationship Education

1. Establish clear ground rules with pupils
 - no one will have to answer a personal question
 - no one will be forced to take part in a discussion
 - only the correct names for body parts will be used
 - meanings of words will be explained in a sensible and factual way
2. Distancing technique
 - always depersonalise discussion
 - use case studies with invented characters or use appropriate videos
3. Dealing with questions
 - Use a question box so the teacher has time to prepare answers and seek support from other members of staff

Confidentiality

Staff must be aware that they cannot assure a child of full confidentiality – if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Headteacher, or the other Designated Safeguarding Lead for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding.) It is expected, nevertheless that all staff will be aware of the sensitivity of such information, and ensure that they maintain confidentiality within the school.

(See Safeguarding policy)

Pupils are made aware of this when ground rules are set at the start of the SRE lessons.

Development Plan

- 1) Review of resources to ensure that there is a range appropriate to age, ability, gender and culture
- 2) Review of the SRE Curriculum map to include some Life Bus activities

October **2016**

To be reviewed in 2018 by the whole staff and governing body