



Calthwaite C of E Primary School

Sex and Relationships Education Policy

Background and Context

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DCSF Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Aims

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, 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 - this would be inappropriate teaching.



How these aims will be achieved

SRE is incorporated into the whole school PSHE programme and is supported by SRE in Science. A dedicated SRE fortnight will cover the main aspects of Sex and Relationships Education in Key Stages One and Two annually. Other related policies and documents include the Behaviour Policy, Anti-Bullying Statement, Drug Education Policy, Safeguarding Policy and the Equality Policy.

The Needs of Pupils

The school is committed to the provision of SRE to all of its pupils in Key Stages One and Two. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support.

Teaching and Learning Styles

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Calthwaite Primary School the *main* content is delivered in PSHE lessons during "Living and Growing Fortnight" in the Summer Term. Other aspects are covered during science lessons as appropriate.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Individual learning styles are considered and methods of delivery may include whole class discussion, independent learning, video/DVD presentation, presentation/talk by health professional.

Content

DVD content programme:

- Differences
- How did I get here?
- Growing up

In Key Stage 1 children are introduced to Life Cycles. They begin to explore the differences between male and female both physical and other differences and consider myths and stereotypes. In "How did I get here?" children will learn that a baby develops inside its mother's womb. They will learn that male and female sex parts are needed to make a baby. They will reflect on their personal development from babies. Children will also consider that we grow and change as we get older as do all living things. They will learn that some changes are social such as becoming more independent or thinking about others as well as ourselves. They will consider identity and self-esteem and reinforce the belief that we are all special.

Y3/4

DVD content programme:



- Growing Up (recap) - Presents the physical and social changes that a person can go through in life.
- Changes - Introduces pupils to the subject of puberty and the physical and emotional changes that occur during this development.

In Year 3 and 4 children will also consider that we grow and change as we get older as do all living things. They will learn that some changes are social such as becoming more independent or thinking about others as well as ourselves. They will consider identity and self-esteem and reinforce the belief that we are all special. The children are introduced to the physical and emotional changes that occur during puberty, considering some of the changes over which we have no control and the choices we can make concerning those over which we do have control. They will start to learn how babies are made and explore the idea of relationships, including friendships, parent-child and family relationships. Children will learn how a baby develops in the womb during pregnancy and how babies are born. They will also consider the needs of babies before and after birth and reflect on roles and relationships in the family.

Y5/6

'Living and Growing – Alternative' DVD Content Programmes:

- Girl Talk,
- Boy Talk,
- How babies are made,
- How babies are born.

In Years 5 and 6 children consider in greater detail the physical and emotional changes that take place as girls and boys go through puberty. Children will consider and address the concerns and worries shared by young men and women. The programme aims to make boys more aware of the changes that occur as girls become young women and to make girls more aware of the changes that occur as boys become young men. They will continue to learn about how babies are made, including sexual intercourse. They will start to explore adult sexual relationships and will consider how sex is presented in the media and sexual stereotypes.

The majority of our programme is supported by Channel Four's critically acclaimed "Living and Growing – Alternative DVD" resource.

Specific Issues within SRE

Withdrawal

We believe that SRE is an important part of children's learning and development and is best learned alongside their peers in a safe and respectful environment. Nonetheless, Parents/Guardians have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum Science Order. Those parents/guardians wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact



that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/guardians who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the Headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and of the reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and 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 different opinions.

Dealing with Questions

Through both formal and informal SRE sessions questions are answered according to the age and maturity of the pupil 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 Designated Senior Person (Joseph Askew or Kirsty Fletcher) if they are concerned. Children are encouraged to write questions they have discreetly in an "Ask-it Basket" at any time during "Living and Growing Fortnight" to give them confidence to ask any questions they may be unwilling to ask in front of their peers. These questions are read and answered appropriately by the teacher. Any questions that may imply a safeguarding issue would be dealt with in line with our Safeguarding Policy.

Sexual Identity and Sexual Orientation

Calthwaite Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Continuous Professional Development and Training



The school recognises and is committed to the professional development of its staff and offers training to staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

The Use of External Support

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make e.g. the school nurse
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are 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.

Monitoring and Evaluation

Evaluation of the SRE programme outside the science order is conducted using a variety of monitoring strategies. The PSHE Co-ordinator has responsibility for monitoring the delivery and impact of SRE in school and may use planning sampling, work sampling or lesson observations.

The School, Parents/Guardians and Community Links

The school aims to work in partnership with parents/guardians and the community. This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/guardians and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Management and Co-ordination

Management and co-ordination of SRE is the responsibility of the PSHE Leader. The PSHE coordinator facilitates the gathering of policy feedback from parents/guardians, staff and pupils every two years.

Responsibility for the SRE Policy

The Headteacher takes overall responsibility for the policy and its implementation in school. This responsibility includes liaising with the Governing Body, parents/guardians & the LA.

Date of policy: June 2014

Date of next review: May 2016

This document is freely available to the entire school community.

Approved by Curriculum Committee 17th May 2016

