



## Sex and Relationships Policy

Policy approved annually by Standards and Curriculum Committee

Review in Autumn 2018

Signed on behalf of Committee \_\_\_\_\_ Date \_\_\_\_\_

presented to the governors for approval.

### 1. Background information on the school and its community:

- Frithville and New York Primary Schools are small rural primary schools catering for girls and boys aged four to eleven.
- On entry, the children display a wide range of attainment and there are significant variations from one year to another. The children come from a wide range of social and economic backgrounds. The vast majority of children are White British and come from homes that they share with both parents.
- The Frithville and New York Federation prides itself on high standards of achievement and a family atmosphere. We promote attitudes of mutual respect and responsibility, and the ideal that every child has the right to be educated and to learn.
- Some pupils find it difficult to accept responsibility for their actions or their own learning experiences, they tend to be sexually unaware and sometimes have problems being able to identify and control dangers to their personal safety.

### 2. Short description of the process on policy development and consultation:

Staff within the Federation, have actively been involved in reaching consensus on the content of the SRE policy and are aware of its content through discussion of the final draft. Parents have been invited to view the policy, at parents' evenings, and a copy is always available for parents in the school office and on the website. Parents/carers will be kept informed of any developments or opportunities in SRE. Governors have responsibility to the SRE policy production and have been involved in the reviewing process throughout, with updates and discussions happening during governors' meetings.

### 3. What is Sex and Relationship Education [SRE]?

In England, the sex education elements of the Science area of the National Curriculum are compulsory for all pupils of primary and secondary school age (7-16). They include biological aspects of human reproduction, anatomy and puberty. Within this subject, children learn about the main body parts and that reproduction is one of the life processes common to all animals including humans. Other elements of sex and relationships education are taught as part of a Spiritual, Moral, Social and Cultural (SMSC) programme, which may also include subjects such as citizenship and drug and alcohol awareness. In primary schools, sex education is covered as part of the science curriculum.

### 4. Rationale:

Across the Federation, Sex and Relationship Education (SRE) is taught through a developmental and age-appropriate programme of activities. This work is considered a basic foundation for further work in secondary school which will be more detailed. As determined by the Learning and Skills Act 2000 in England, our SRE policy is available for parents to inspect. In accordance with this act, we are not required to teach SRE other than those elements that fall under the Science curriculum. However, we are required to either have a policy on SRE outlining details of our programme or explaining our reasons for not delivering one. Staff and governors of the Federation agree that the programme we offer covers the expectations as defined by the government but also supports the development of our pupils by teaching them about changes in their body and relationships. Children can expect to be taught the names and functions of external body parts, and be informed about puberty before it begins. Our school believes that a carefully formulated programme for SRE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The Federation will aim to promote an atmosphere that allows questioning where questions raised will be answered accurately and with sensitivity.

### 5. Equalities:

SRE across the Federation will be taught across the key stages and the curriculum in ways that enable each child to access the programme. Each child regardless of ethnic group, age, disability, special educational needs and gender will have access to this curriculum. Staff will deliver SRE through a Creative Curriculum where appropriate and discrete units where necessary. The Sex Education Programme will ensure a broad and balanced coverage of the National Curriculum requirements and government guidance.

### 6. The Aims and Principles of the teaching and learning of SRE:

Based on the above definition the aims and principles of SRE within the Federation are:

- Provides the opportunity for children to understand personal safety and hygiene.
- To enable our pupils to better understand the nature of human relationships.
- Provides children with access to correct information about their bodies and those of the opposite sex.
- Develops children's acceptable vocabulary for communication about their bodies.
- Builds positive attitudes and provides children with knowledge about the process of human reproduction.
- To enable pupils to see the importance of stable loving relationships for the bringing up of children.
- To prepare pupils for puberty, the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

- To be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability.
- To respond to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration.

## 7. Content of the schools SRE programme:

The Federation's approach to SRE consists of:

- The taught National Curriculum Science Programme of Study.
- SRE modules within each Key Stage delivered within a planned PSHE programme.
- Pastoral support for pupils who experience difficulties.
- Provision of appropriate information through leaflets and books in the library, display of posters, videos and visits from the school nurse,

## 8. Summary of that content as set out in the DfE's Guidance 0116/2000:

### PSHE & Citizenship

**At primary school level sex and relationship education should contribute to the foundation of PSHE/SMSC and Citizenship by ensuring that all children:**

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

- *EYFS Profile Statements.*

- *National Curriculum Science*

#### 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.

- The Federation recognise that SRE must be taught throughout the Key Stage and not left until Year 6. Whenever SRE appears in the school's PSHE/SMSC programme in a discrete fashion the class teachers will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

## 9. The delivery of SRE:

- In the delivery of SRE, both male and female teachers will use a variety of appropriate teaching methods and resources. The following are recognised methods for the effective delivery of SRE:
  - Discussion
  - Drama and role play
  - Research and multimedia presentation.
- Teachers will also use other teaching methods to enable pupils to learn about SRE that are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.
- The Federation uses a wide variety of resources, including videos and books. Parents are welcome to view these materials to support the sex education of their children in the home context. Books used to support SRE are also found in the school library. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

## 10. Assessment:

The PSHE/SMSC co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme which will be investigated every two years by means of the Annual Questionnaire to Parents, for parents and less formal methods for pupils. The content of the programme is evaluated annually by Mr Bargh, Mrs Parsons, Mrs Tempest and Mrs Iveson.

## 11. Dealing with sensitive issues:

- Procedure to adopt in the event of a child protection disclosure:  
Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion-based lessons with pupils:
  - No one (teacher or pupil) 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;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.
- Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

**12. Parental right to withdrawal from SRE:**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.