

The Heights Primary School Policy for **Sex and Relationships Education**

Version 1.3

Responsible officer: Headteacher
Responsible Committee: Curriculum Committee

Date of last review: November 2016
Date of next review: November 2018



1. Policy Statement

Sex and Relationships Education (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 states that all primary schools must provide an up to date SRE policy.

The recommendation from the DFE is that the sex and relationship education programme of the school should be tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Safeguarding and the Child Protection Policy.

2. Aims and Objectives

This policy provides guidance and information on all aspects of SRE in the school for staff, parents/carers 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.

SRE in our school aims for pupils to:

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

3. Moral and Values Framework

The SRE programme at The Heights Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

4. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Pupils are helped to understand difference and to respect themselves and others.

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 from different members of staff.

5. Organisation, content and provision

In line with national recommendations, SRE will not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Emotional, Health Education and Citizenship (PSHEC), Science and RE. At The Heights Primary School the main content is delivered in PSHE lessons. Pupils also develop their sensitivity and tolerance towards others through collective worship, Social and Emotional Aspects of Learning (SEAL) and Circle Time.

SRE is normally delivered by class teachers in mixed gender groups. However, there may be occasions where single sex groups are more appropriate and relevant. Active learning methods which involve children's full participation are used.

SRE covers the following areas:

Attitudes and values

- *Learning about the values of family life and stable relationships.*
- *Learning the value of respect, love and care.*
- *Exploring, considering and understanding moral dilemmas.*
- *Developing critical thinking as part of decision-making.*

Personal and social skills

- *Learning to manage emotions and relationships confidently and sensitively.*
- *Developing self-respect and empathy for others.*
- *Learning to make choices based on understanding of differences and with the absence of prejudice.*
- *Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions,*
- *Managing conflict.*

Knowledge and understanding

- *Information about healthier, safer lifestyles*
- *Physical development*
- *Emotions, relationships and reproduction.*

SRE is taught to each year group, starting in Reception.

In Key stage 1 pupils learn to:

- recognise similarities and differences between themselves and others
- identify and share their feelings with each other
- recognise safe and unsafe situations and identify and be able to talk to someone they trust (such as their class teacher and teaching assistant).

In Key stage 2 pupils learn to

- express their opinions about relationships and bullying
- listen to and support others, including respecting other people's viewpoints and beliefs.
- recognise their own worth and identify positive things about themselves
- balance the stresses in life in order to promote their own mental health and wellbeing of others
- understand life processes, including the physical changes that take place at puberty, why they happen and how to manage them.

See also the National Curriculum Science Programme of Study, SEAL programme, PSHEC Curriculum and RE Curriculum.

All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Designated Safeguarding Lead for Child Protection (The Heights Headteacher). Staff are encouraged to access appropriate training and support to help them deliver effective SRE. A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

When appropriate, visitors from outside school with particular expertise (e.g. health professionals) may be invited to contribute to the delivery of SRE in school. Visitors will be made aware of, and agree to abide to, The Heights' SRE policy and school ethos. Visitors are supervised and supported by a member of staff at all times. Their input to PSHE lessons forms part of a planned programme negotiated and agreed with staff in advance.

6. Working in partnership with parents

Parents are the key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

The school is committed to working with parent and carers and informs parents by letter when pupils will be studying SRE.

Parents have the right to withdraw their children from all or part of the SRE provided, except for those parts included in the statutory Science National Curriculum.

Parents are asked to contact the Head Teacher who will be available to discuss any concerns.

7. Controversial and Sensitive Issues

SRE will take place in a secure and supportive environment. As a general rule the member of staff concerned will maintain a child's confidentiality. However if this person believes that the child is at risk or in danger, she/he will talk to the Designated Safeguarding Lead for Child Protection and follow the school procedure for reporting a concern.

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 arising from pupils' 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 Safeguarding Lead for Child Protection if they are concerned.

The Heights 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. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

8. Dissemination

SRE policy is shared with all staff and is available for parents to read on the school website. Anti-Bullying Policy is actively shared with parents.

9. Assessing and Monitoring

The SRE policy is to be reviewed every 2 years and appropriate amendments to be made where needed.

Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance.

Amendments:

Version	Date	Updated/reviewed
1.1	October 2014	First version drafted
1.2	November 2014	Finalised following curriculum committee meeting.
1.3	November 2016	Reviewed and approved following minor updates.