

# Grassington Primary School Sex and Relationship Education (SRE) Policy

## Aims and Objectives

At Grassington Primary School, the Governors and Staff feel that in striving to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action; the teaching of how to build good relationships is a natural part of every day school life.

We wish to develop the Sex and Relationship Education (SRE) of the school based on the 'Underlying principles of SRE' as stated below. We also wish to help our children towards an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it.

Throughout the school, the SRE policy is interlinked with the PSHCE policy, which underpins the ethos and values of the school. It is also linked with the English Policy to develop the speaking and listening skills necessary for talking, listening, and thinking about feelings and relationships. The Science Policy deals with the physical aspects of being able to name body parts and understand how bodies work, and then preparing for puberty

It is our belief that the desired outcomes are most likely to be achieved in considering the needs of the "whole child", that is, education in its broadest sense. We therefore adopt a whole school approach to SRE, believing that from their first days at school, children should be taught how to build good relationships.

## Underlying principles of SRE:

SRE should:

- be factually accurate, evidence-based and age –appropriate;
- be sensitive to faith and cultural perspectives;
- promote equality, inclusion and acceptance of diversity;
- promote strong and stable relationships;
- provide children and young people with a clear sense of rights and responsibilities.

## Consultation

In writing this policy we have consulted with pupils, parents/carers, staff, Healthy School Co-ordinator, LEA adviser, school nurse and Governors. We have also been guided by the DFES publication Sex and relationships education guidance to schools (Consultation) DCSF 2010

## What is Sex and Relationship Education

Sex and relationship education is the lifelong learning about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. There are three main elements:

## Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children. It also includes strong and mutually supportive relationships outside of marriage. It is important to ensure that there is no stigmatisation of children based on their home circumstances.
- Learning the value of respect, love, nurture and care;
- Exploring, considering and understanding moral dilemmas;
- Developing reflective critical thinking as part of decision making.

## Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self respect and respect & empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

## Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

## Framework of Values

Effective sex and relationship education is essential if children and young people are to understand what makes and sustains a stable, loving relationship.

We want the children at Grassington School to be able to make responsible and informed decisions about their lives. We want children to have the knowledge, skills and understanding to manage conflict and keep themselves and others safe.

So we want them to :-

- learn how to make, sustain and terminate relationships in a considerate and sensitive way
- learn and understand physical and emotional development at appropriate stages
- learn the value of respect, love and care
- learn to manage emotions and relationships confidently and sensitively
- learn how to avoid and not initiate exploitation and abuse e.g. bullying
- learn how to cope with the loss and the end of relationships (including bereavement)

## Content of Programme

Parts of the programme will be delivered through National Curriculum Programmes of Study. These are statutory and must be taught. The other areas will be covered through PSHCE lessons. Delivery of the SRE policy principally will be taught by the teachers of the school. However, where appropriate, external contributors may enhance what is being taught. Such visitors should be used in a planned way and their contributions evaluated. To ensure consistency in this regard, we ask all visitors to complete Form HS2, Partners in Education. The intended outcomes are as follows:

Learning outcomes by Key Stage (Ofsted report *Sex and Relationships*, 2002 HMI 433)

By the end of **Key Stage 1** (items with \* and in *italics* are statutory and part of National Curriculum Science programme of study)

Pupils will be able to: (skills)

- *recognise and compare the main external parts of the bodies of humans\**
- *recognise similarities and differences between themselves and others and treat others with sensitivity\**
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand: (knowledge and understanding)

- *that animals, including humans, grow and reproduce\**
- *that humans and animals can produce offspring and these grow into adults\**
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered: (attitude and values)

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

Learning outcomes by Key Stage (Ofsted report *Sex and Relationships*, 2002 HMI 433)

By the end of **Key Stage 2** (items with \* and in *italics* are statutory and part of National Curriculum Science programme of study)

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction\*
- *about the main stages of the human life cycle\**
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help

- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

### Assessment

The children will be assessed in terms of their knowledge and understanding, acquisition and demonstration of skills and changes in attitudes. This may be done through observation in circle times, work tasks set and at special small group sessions held with behaviour support teaching assistants.

### Monitoring

To ensure consistency and continuity throughout school, SRE education will be monitored by the PSHCE Subject Leader as well as the class teachers. There will be opportunities for discussion with the staff who are delivering the curriculum, lesson observations, samples of pupil's work, evaluations from external agencies and the pupils themselves, who will be given the opportunity to share, through questionnaires and school council meetings, their feelings and opinions in class,

### Needs of Individuals

Responding to children's diverse learning needs.

Recent research has highlighted the need for a sensitive approach to sex education. Sensitivity to religious diversity is important, as are the differing needs of boys and girls. Many young people report that from an early age their developing sexuality became a target for homophobic bullying. The National Children's Bureau reports that a high percentage of adolescent suicides are in response to homophobic bullying.

### Overcoming potential barriers to learning and assessment for individuals and groups of children

Many children within this group are vulnerable to abuse. It is important that these children learn appropriate self-protection strategies. Pupils should be advised where they can get confidential advice and where help is available outside school- (see contact details at end of policy). The school will ensure that contact details of national confidential helplines, e.g. Childline, are displayed where children can see them.

### Roles and Responsibilities

The PSHCE Subject Leader

The PSHCE subject leader will lead the subject including SRE throughout the school. He/She will liaise with Mr. D Macha, the named governor for SRE. She will be responsible for all aspects of the subject and in respect of this, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- monitor and advise on organisation, planning and resource issues across the school
- review/update the policy annually in conjunction with the school community.

### The Head Teacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHCE Subject Leader
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

### The Governing Body

The Governing Body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to SRE provision for all pupils.

### The Teacher

Teaching children about Sex and Relationships is a whole-school process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices on a daily basis. It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular to:

- establish with pupils a set of ground rules which set the parameters for discussion
- recognise when there is a concern and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the choices, pressures and responsibilities of adult life
- approach the teaching of SRE education with an awareness of the children's needs in this area
- inform children about Sex and Relationships as part of the Science and PSHCE curriculum.

When teaching any work in SRE, sensitive questions may arise. Teachers should:

- deflect questions that are of a personal nature by reference to agreed ground rules. (This can also apply to pupils)
- delay answers to some questions to allow clarification
- suggest discussion with a parent

### The Teaching Assistant

Teaching assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe).

### External Agencies

Visitors may be invited to help the teaching and learning process. The Partners in Education Form HS2 must be completed before visitors are involved in the classroom.

## Parents

Parents are entitled by law to see this policy and to be informed of the school's Sex and Relationship Education provision. In this, as in all aspects of school life, we aim to encourage the development of a parent/school partnership. Parents will be consulted before children are taught about puberty and the changes that happen to both girls and boys at that time. They will be invited to view the resources including video materials.

Parents do have a legal right to withdraw their child from Sex and Relationship education (but not that which is taught as part of National Curriculum Science) and any parent contemplating this is encouraged to discuss concerns with the school beforehand as children will still learn from their friends even if they have not, themselves, been in the lesson.

## Staff Training

Teachers will have on-going advice, support and training as part of their own professional development. Teachers, teaching assistants and governors will be given the opportunity to discuss their roles and responsibilities with the SRE co-ordinator to enable any training needs to be highlighted and dealt with, either on an individual basis or if more appropriate in a group training session.

Training of staff and resources will need to be reviewed annually and an action plan presented to ensure that targets set have been achieved and any resource requirements have been budgeted for.

## Confidentiality

It is the responsibility of Grassington Primary School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Child Protection Officer who will advise or act upon the concern. Under the Children Act 1989, adults "*may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare*". Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), and not on supposition.

## Local Support Services

If further support/advice is required at any time with regard to the children and the teaching of SRE, or their safety and well being, the following agencies may be able to help:

School nurse, Education Social Worker, SureStart, NSPCC and CAMHS (Children and Mental Health Services)

Their contact numbers are available in the school office.