

# Netherfield Primary and Pre-School

## **Sex and Relationships (SRE) Policy**

October 2016

**“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”**

*SRE Guidance – DfEE 2000*

# Context

## Roles and Responsibilities

The name of the PSHCE Co-ordinator is **Heather Lievesley**

She has the following responsibilities:

- To lead the bi-annual review of the SRE policy
- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements (Learning and Skills Act 2000)
- To lead on the evaluation of the SRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE

The name of the PSHE Governor is **Kay Price**

She has the following responsibilities:

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection
- To ensure that the SRE policy and curriculum are in line with the DfEE SRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

## Aims and Objectives

### AIMS AND OBJECTIVES

- There are three main elements to our SRE programme:
- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

We have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of SRE are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

## Equal Opportunities

Netherfield Primary encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background\*\* or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe,

valued and respected.

Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

## Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive SRE programme for pupils at the school. The SRE we deliver is designed to support the important role of parents in this area.

Before a unit of work on SRE begins we will write to parents outlining the content of the unit and when the sessions will be delivered. Parents are welcome to view any resources to be used by asking their child's teacher.

If parents have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher. Legally parents have the right to withdraw their children from SRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic.

## SRE Curriculum

### Content

SRE will be delivered to all pupils in the school at an appropriate level through the following themes using materials developed by the Christopher Winters Project (CWP).

Year Group	SRE Unit (Summer 1)
1	Growing and Caring for Ourselves
2	Differences
3	Valuing Differences and Keeping Safe
4	Growing Up
5	Puberty
6	Puberty and Reproduction

This is a spiral curriculum which builds upon children's previous learning.

Content and delivery will be matched to the age, maturity, understanding and social and emotional needs of the pupils in each year group. Staff adapt and amend sessions according to the need of their children at that time.

### Terminology

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver SRE. Children will be introduced to this terminology by Year 6.

## **Teaching and Delivery**

- The formal SRE programme will be delivered in each year group through discrete sessions or as part of PSHE sessions, as appropriate. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE.
- SRE will be delivered in the main by class teachers, during the first part of the summer term (where appropriate) so that any children who miss sessions have the chance to catch up, and also to allow children plenty of time to respond to taught sessions.
- We recognise that SRE sessions require the use of a range of practical and interactive teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge.
- Before any unit of SRE work, ground rules will be established with the class and referred to at the start of each session.
- The range of teaching and learning strategies employed in the delivery of SRE at Netherfield Primary may include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates.
- Individual teachers will ensure that all pupils are able to access the activities to be employed.
- Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.
- SRE will be delivered with support from the PSHE Subject Leaders and relevant outside speakers. For the puberty sessions in Years 4, 5 and 6 we will endeavour to ensure that male pupils have access to an appropriate male member of staff who can give information and answer questions.
- We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. We consult with pupils on whether they prefer this information to be taught in single gender or mixed gender groups.
- There may be occasions where groups of children, particularly those with additional learning needs, are taught SRE in smaller groups or individually in order to maximise their learning. They may also have additional support from a learning support assistant.
- Ground rules for sessions are established where appropriate, taking account of confidentiality and child protection.

## **Resources**

Resources are identified by the PSHCE Co-ordinator who ensures that they reflect the needs of children within the school. The PSHCE Co-ordinator consults national and local guidance on appropriate SRE resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and may select others to suit the needs of particular individuals/groups. Teachers will adapt resources in order to address the needs of all children within their class.

## Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Nottinghamshire Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/ren
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- If it is deemed inappropriate to answer a question that has asked, due to the sensitive nature of it, or simply that the child asking isn't at the right age, staff will simply explain that the child will learn more about that particular subject when they are at the right age.
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated ground rules.
- All staff have considered questions that may be asked in SRE sessions, discussed suitable answers and practised responding to questions in a role-play situation.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end if age appropriate.
- In SRE sessions for Year 4,5 and 6, an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers.
- **All** questions that are placed in the box will be acknowledged in an age-appropriate, factual manner. This system will also be used in other year groups, if it is felt to be appropriate for a particular unit of work or at a specific time. This will be at the discretion of the class teacher.

## Use of Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2.

## Absences

Because the school's SRE provision puts an emphasis on re-visiting themes over a number of sessions, it is unlikely that a child will fall behind significantly if they miss one lesson. In the event of a child being absent for a longer time period we will provide opportunities for the child to 'catch-up' with any missed SRE sessions. It is planned that the PSHCE Subject Leaders or a teaching assistant will support the child in this instance.

## **Staff Training**

Staff training on SRE is co-ordinated by the PSHCE/SRE Co-ordinator and forms part of the ongoing professional development of all staff. All staff have the professional responsibility to ensure that their subject knowledge is up-to-date and accurate and seek training as necessary.

## **Monitoring and Evaluation**

- Monitoring is the responsibility of the head teacher, named governor and teacher with the responsibility for Sex and Relationships Education.
- The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change is required.
- This policy document will be available to parents via our school website or via requesting a paper copy from the school office.

## **Safeguarding Children, Confidentiality and Child Protection**

All staff members at Netherfield Primary have a duty to safeguard the well-being of children.

At Netherfield Primary we recognise that the open discussion associated with PSHE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school's Designated person. The Designated Person, along with the safeguarding team, will then work in line with the relevant school policies in terms of any further action that may be taken.

We use ground rules within PSHCE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals and in line with our Child Protection and Safeguarding Policy.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy.

## **Links to other relevant policies**

The SRE policy links to the following school policies:

- PSHCE
- Behaviour Policy
- Safeguarding and Child Protection

