



## **Greenhaugh First School Sex & Relationship Education (SRE) Policy**

**Date of policy: January 2019**

**Review date:**

### **1. Objective**

At Greenhaugh First School, we aim to provide a welcoming and supportive atmosphere where staff and children work together to create a happy, secure, caring and stimulating environment. This will be in partnership with parents, governors and the wider community. All children are given the opportunity to achieve their full potential, to develop responsibility, self-esteem, respect for others and their environment.

Our school aims to teach the knowledge and skills relevant to the individual needs of all our pupils within a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged which underpin the importance of this SRE policy.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000).

### **2. Aims of SRE in School**

The term *sex and relationships education – SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The guidance suggests that SRE should have three main elements as follows:

#### **Knowledge and understanding**

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

#### **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.
- 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 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.

The schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE will be delivered within a planned provision of PSHE
3. Support for pupils who experience difficulties will be given.

## **3. Why SRE?**

### **3.1 Legal obligations**

Maintained First schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

### **3.2 The needs of young people and the role of schools**

The overall aims of the school and National curriculum are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The DfES 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

**'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.**

**DfES 'Sex and Relationship Guidance', 2000.**

#### 4. Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to feel confident in their own sexuality,

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

#### 5. Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

*DfEE SRE Guidance July 2000*

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

**The needs of boys as well as girls.** Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. Staff will be aware of the cultural differences such as FGM (Female Genital Mutilation)

**Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality.** On average, a percentage of our pupils will go on to define themselves as gay, lesbian, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

**Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs

## 6. A Whole School Approach

A whole school approach will be adopted to SRE that actively involves:

**Teaching staff** All teachers are involved in the school's SRE provision. Some SRE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

**Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

**Outside agencies and speakers** may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

## 7. The Taught SRE Programme

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship.

### 7.1 Aims of the programme

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues  
e.g. basic understanding of puberty, where babies come from etc.
2. To dispel myths.
3. To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
4. To develop respect and care for others.
5. To increase pupils' self-esteem.
6. To develop skills relevant to effective management of relationships. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

### 7.2 Place in the curriculum

The main SRE programme will be delivered through PSHE lessons. In addition, certain biological aspects are delivered through Science lessons.

## **Examples of Good Practice delivering SRE**

### **7.3 Methodology and resources**

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Age appropriate material will be used at times in agreement with parents.

Appropriate language will be used at all times. Slang terms will not be acceptable.

Sex and Relationship education takes place within mixed sex classes, with the pupils' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

### **7.4 Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected 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.

### **7.5 Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

### **7.6 Dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

### **7.7 Monitoring & evaluation**

Monitoring and evaluation will be ongoing.

### **7.8 Parental concerns and withdrawal of students**

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.

## **8. Pastoral Support for Pupils who experience difficulties**

### **8.1 The nature of support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national help lines for young people.

### **8.2 Confidentiality and informing parents/carers**

We will take every opportunity to inform and involve parents and carers and respect that confidentiality will be upheld in the event of a meeting needing to be arranged.

Child protection procedures must be followed when any disclosures about abuse are made. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils and parents if child protection procedures need to be implemented.

## **9. Dissemination of the Policy**

Copies of this policy will be kept in the policy file. Extra copies can be requested from the School Office.

## **10. Policy Review and Development Plan**

This policy will be monitored by the SRE co-ordinator and reviewed every 2 years.

## **Appendix 1: Learning Outcomes**

The following statements are offered as learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

### **By the end of Key Stage 1 Pupils will be able to:**

- Identify, name, draw and label the basic parts of the human body and learn the names of the main body parts\*
- 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:**

- That animals, including humans, grow and reproduce\*
- That humans and animals can produce offspring and these grow into adults\*
- The basic rule for keeping themselves safe and healthy\*
- About safe places to play and safe people to be with
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- Why families are special for caring and sharing.

### **Pupils will have considered:**

- How their feelings and actions have an impact on other people.

### **By the end of Key Stage 2, 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
- Begin to become aware of both their own mental health and well-being, and that of others
- See things from other people's viewpoints, for example their parents, carers and their peers
- 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.

**Pupil 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\*
- 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
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying 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, same gender parenting, fostering, extended families and three or more generations living together.

**Pupils will have considered:**

- 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.