

SOWERBY COMMUNITY PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

Following consultation with staff, governors and parents on 9th and 16th June 2014 our policy was discussed and updated in line with guidance from:

1. Sex and relationship education guidance for schools 2000 - DfEE
2. Sex and relationships for the 21st century - DfEE
3. North Yorkshire guidance on Developing a Sex and Relationships Education Policy January 2013

Legally, all state funded schools must have due regard to this documentation so that pupils learn about puberty before they experience it and learn about how babies are born before secondary school. They must also consider how they teach healthy relationships, sexual consent, exploitation, abuse, violence in a relationship, pornography, sexting (self made images and messages of a sexual nature) and inclusive education (Lesbian, Gay, Bi-sexual, Transgender and special needs.)

SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables children to learn about safety and risks in relationships.

What is sex and relationship education (SRE)?

Sex and relationship education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

High quality SRE helps create safe school communities in which children can grow, learn and develop positive, healthy behaviour for life.

Aims

Throughout our sex and relationships education work we aim to deliver a comprehensive programme that provides accurate information about the body, reproduction, sex and different families. It also gives children and young people essential skills for building positive, enjoyable, respectful and

non-exploitative healthy relationships as well as staying safe both on and offline.

Establishing Ground Rules

All sex and relationship education needs to take place within a positive climate, where the parameters of discussion are established and distress and embarrassment minimised.

'Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame'

Sex and relationships for the 21st century - DfEE

Contraception is not an issue that will be discussed with the children at this stage.

Continuity and Progression in Sex and Relationships Education

Continuity and Progression is achieved through the implementation of the school's programme for PSHEe of which sex education is a part. The Science National Curriculum (September 2014) which is statutory, sets out the knowledge and understanding elements of sex and relationship education.

Key Stage 1:

- Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2:

- Describe the life processes of reproduction in some plants and animals
- Draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty
- Work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In addition, as part of our PSHEe and Citizenship agenda we deliver every year / every two years at age appropriate levels:

- **PSHEe** lessons linked to assemblies through a half termly theme
- **The NSPCC - PANTS** campaign in Reception/Year 1 and Year 2 (yearly)
Pants are private
Always remember your body belongs to you
No means no
Talk about secrets that upset you
Speak up, someone can help
- **The NSPCC workshop for Year 5/6** dealing with worries and concerns through Childline. (two yearly)
- **SRE** -All about us: Living and Growing (yearly)
- **E -safety** - covering the three main areas of risk:
 1. **content** - being exposed to illegal, inappropriate or harmful material
 2. **contact** - being subjected to harmful online interaction with other users
 3. **conduct** - personal online behaviour that increases the likelihood of, or causes, harm. (Focus unit in the Autumn term but also daily reminders when going on the internet and follow ups when needed)
- **Anti- bullying week** following the national focus (yearly)

Working with Parents

Every year in the summer term, parents/carers are informed about the areas of learning relating to sex education. They are invited to discuss the sex education programme and watch any video materials that are used prior

to teachers delivering the learning. Parents can withdraw children if they wish from this but not from the statutory Science programmes of study.

Every three years, we open the SRE policy up for consultation with parents to review, update and amend. This takes the form of a workshop in school supported by the LA.

Issues Relating to Menstruation

Any girl that starts menstruation whilst at Sowerby Community Primary School will discuss the management of this with their class teacher. Sanitary wear and means of disposal is available in school.

Equal Opportunities

Recent research has highlighted the need for a sensitive approach to sex education. Sensitivity to religious diversity is important as is 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 report that a high percentage of adolescent suicides are in response to homophobic bullying. Such instances of bullying will be dealt with in line with the school's bullying policy. We are also sensitive to the needs of some children who are on the Child Protection Register or who are known to be at risk. Many children within this group are vulnerable to abuse. It is important that these children learn appropriate self protection strategies and have access to some differentiated support if required.

Confidentiality

When children make disclosures they are placing their trust in the member of staff's judgement and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. The member of staff should explain that the information may need to be passed on to the designated teacher (Mrs Yendall) or the Deputy Head Teacher in her absence, who will make a record and pursue Child Protection procedures if necessary.

Role of the Co-ordinators

It is the responsibility of the Science and PSHEE co-ordinators to monitor planning and teaching of the sex and relationship education. Medium term

plans for Science and PSHCE are given to the co-ordinator at the start of the half term.

Role of the Head Teacher and Governors

The Head Teacher and Governors are responsible for policy development and implementation.

Safeguarding

Under all circumstances staff should have regard for the welfare, safety and protection of children, young people and families. If a member of staff is concerned at any time about a child, young person or family they should act in accordance with the school child protection policy. The named person for child protection is Mrs Jean Yendall, Headteacher

It is the responsibility of all staff to implement this policy.

Updated June 2014