

The Federation of North Walsham Junior, Infant school and Nursery Sex and Relationships Education (SRE) Policy 2017

Background

The Sex and Relationship Education Guidance published in 2000 emphasises the need for effective SRE which is firmly rooted within the PSHE and Citizenship Framework and National Curriculum Science. Sex and relationships education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996). The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned
- Young people learn about family life and the bringing up of children;

The sex education elements contained in the National Curriculum Science orders are compulsory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided in the PSHE and Citizenship curriculum is complementary to and distinct from the Science curriculum.

Aims

The following aims complement those of the Science curriculum,

- To have the confidence and self esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses including HIV

Sex and Relationships Education will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop their self esteem and sense of responsibility
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

Moral and Values Framework

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural mental and physical development of pupils at our schools and prepare them for the opportunities,

responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms. This policy has links to work to prevent homophobic bullying, as well as work that acknowledges different families and same-sex relationships, including civil partnerships.

Organisation of SRE

Teachers delivering SRE will use a variety of teaching methods including establishing ground rules, using distancing techniques, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Classes will be organised in class groups. Some single-sex grouping will take place. Pupils with special educational needs and learning difficulties are included in SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs. Parents/carers are consulted in the development of the SRE curriculum and have an opportunity to see the resources used.

Resources

Appropriate resources have been selected that:

- conform to the legal requirements for SRE
- are appealing to the audience and age appropriate
- are appropriate to the needs of pupils in terms of language, images, attitude, maturity and understanding
- avoid racism, sexism, gender and homophobic stereotyping
- are factually correct and up-to-date

Content

See outline scheme of work in appendix 1.

Specific Issues

Teachers' Responsibilities

- To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.
- Teachers have a responsibility to ensure the safety and welfare of their pupils.
- They are in a particular position of trust (in loco parentis).

Lesbian, gay, bisexual and transgender Issues

"The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support." (Sex and Relationship Education Guidance, DfEE, July 2000)

'Stand up for us' (DfE) is a guide to challenging homophobia in schools. The guidance makes clear that good practice is to:

- not ignore the issue – it is relevant and important for all schools
- avoid always using race and gender as the only examples of prejudice
- teach about different kinds of relationship, about love and about caring for ourselves and others

Confidentiality

Teachers may be party to sensitive information about pupils. The points below clarify matters:

- information about pupils will not be passed on indiscriminately;
- teachers should not offer pupils unconditional confidentiality;

- information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Safeguarding procedure and passed on to the appropriate agency;
- external agencies working with pupils' are made aware of, and abide by, the confidentiality policy.

Teacher responsible for this programme: Deputy Headteacher.

Governor responsible for this programme: Chair of School Improvement Committee

Safeguarding Procedures

See Safeguarding Policy.

If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

Child Withdrawal Procedures

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside National Curriculum Science. Parents will be informed by letter beforehand, about the programmes and lessons taught in school. Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the schools Sex and Relationships policy and schemes of work.
2. Ask the school for an appointment to see a member of staff concerning withdrawing their child from SRE.
3. Following the meeting if they still wish to withdraw their child, they will put their request in writing stating which part of the programme they wish their child to be excluded from.

Using Outside Visitors

The school may use outside visitors to help support the SRE programme. These visitors could include health professionals, social workers, youth workers, theatre groups etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy, confidentiality policy and the planned SRE programme
- The need to plan and agree work with the teacher beforehand and identify learning outcomes
- Explicit lines of accountability between the visitor and the school

Equality Impact Statement

We have considered the positive or negative impact this policy may have and its potential to cause unlawful direct or indirect discrimination, or whether any opportunities to promote equality have been missed. During the consultations for this policy we have considered the duty to promote equality of opportunity and good relations.

Appendix 1

Foundation Stage

- Know that I was a baby and will become an adult
- Know that I am a boy/girl
- Learn about the lifecycles of butterflies and frogs
- Grow plants from seed

Key Stage 1

- Know that humans develop at different rates and that babies have particular needs.
- Be able to name the parts of the body and be aware of the concepts of male and female.
- Appreciate ways in which people learn to live and work together, listening, discussing, sharing.

Year 3

- Differences and stereotypes
- Challenging gender stereotypes
- Differences: male and female
- Family differences

Year 4

- Growing Up
- Growing and changing
- Body changes and reproduction
- What is puberty?

Year 5

- Puberty
- Puberty and hygiene

Year 6

- Puberty and reproduction
- Relationships
- Conception and pregnancy