

TANKERSLEY ST PETER'S CE (A) PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY



'a love of learning developed in a Christian environment'

Tankersley St Peter's Primary School is a caring, lively environment in which our mission statement promotes a '**love of learning developed in a Christian environment.**'

Our Policy for Sex and Relationship education is developed with this in mind.

The Aims of SRE

"To love and to cherish until death do us part" (From the Marriage Service)

- To reassure children of their value and self-worth including aspects of dignity, self respect and self-restraint.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To provide knowledge of loving relationships.
- To understand the importance of being part of a family and understand that there are different types of family.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices.
- To inform children that how our bodies and feelings develop is all a part of growing up and makes us the person that we are.

How will the aims be achieved?

SRE is a planned, comprehensive, developmental programme, delivered in each year group, as part of the Personal Wellbeing element of the Personal, Social, Health and Economic Education (PSHE) Programme. It links closely with computing (cyber safety) and the science curriculum.

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children. Please refer to Tankersley St Peter's Science curriculum.

The Needs of the Pupils

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

Our SRE programme is tailored to the age, physical and emotional maturity, gender and cultural and social needs of all our pupils. It will meet a range of learning abilities; pupils with special educational needs have additional support as required. The needs of pupils with disabilities will be taken into consideration during the planning and delivery of SRE and teachers shall refer to 'Sex and Relationship Education for young people with physical disabilities: a booklet for teachers where appropriate.

Teaching and Learning Styles

Teaching styles take into account the differing needs of pupils. A range of interactive teaching strategies are used, such as teacher input, whiteboard activities, small and whole group discussion and personal reflection.

A safe learning environment is created to enhance learning and to ensure pupils feel they can ask questions. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils, this will be dealt with individually.

KEY messages delivered through SRE teaching at Tankersley St Peter's Primary School:

Change is normal, your body will grow and it needs looking after.

Some parts of your body are private, you can say no to touches you feel uncomfortable with.

Everyone is different and that is OK.

You can feel comfortable liking whatever interests you whether you are a girl or a boy.

Everyone's family is different.

You have the right to feel safe.
You can ask for help and feel confident that someone will listen to you.
You have the right to say no.
You have the right to give your opinion and be listened to.

Please see Appendix 1 for details of our SRE programme.

Tankersley St Peter's Primary School delivers its SRE programme through the PSHE and Science curriculum. SRE is taught by class teachers. Delivery is usually to mixed gender groups; however, there may be occasions when single gender groups are more appropriate or relevant.

Assessment

The elements of SRE that form part of the Science curriculum must be assessed in accordance with the requirements of the National Curriculum. The learning from other elements of SRE will also be assessed, methods will include:

- Pupil self-assessment – pupils reflecting on what they have learnt, setting their own targets and monitoring their own progress using check-lists, diaries, displays, portfolios, before and after comparisons.
- Peer-group assessment - pupils reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group, using oral feedback, video/audio tapes.
- Teacher assessment – teachers observing, listening, reviewing written work and pupils' contribution to drama, role play and discussions and through end of unit tasks/tests.

Staff Training

All staff will have read or received a copy of the policy on SRE education.

All staff involved in the teaching of SRE will have the opportunity to develop skills, knowledge and confidence in addressing Sex and Relationship issues through continuing professional development.

The PSHE coordinator will attend any relevant CPD courses run by the LA or external agencies and information will be disseminated to staff at staff meetings.

Use of External Support

Health professionals and other agencies will be involved with the teaching staff in the implementation of SRE. Health professionals and teachers working together can share skills and offer each other support. The school Nurse is available to talk to individual pupils and will offer a drop in session if required.

Child Abuse and Protection Procedures

The Child Protection Procedures as laid down by the Local Authority will be followed at all times.

All referrals, whatever their origin must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted within the Local Authority for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young persons are of paramount importance.

Confidentiality

Confidentiality must not prevent action if a child is at risk. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk, the school's designated Child Protection Officer should be informed who will then contact the appropriate agency in accordance with the above Child Protection Procedures.

Procedures for Monitoring and Evaluation

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of SRE, in the context of the overall plans for monitoring the quality of teaching and learning of PSHE. This will include monitoring lesson plans, gathering feedback from pupils' parents, teaching staff and external agencies who contribute to the programme.

Working with Parents

It is recognised that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with pupils and parents, consulting them on the content of the policy and providing support material to facilitate links between learning at home and school.

This policy will be available in school for all parents to inspect if they so wish and they will be given the opportunity to view the resources used. If any parent has any concerns they should contact the school to present their views, as soon as possible to the Headteacher.

It is not always possible to separate out all issues involved in SRE. There will however, be specific lessons using Channel 4 DVDs and possibly with Health Professionals invited to address the children in the presence of the class teacher. Notification will be sent to parents in advance of such lessons.

Government guidelines state that parents have the right to withdraw children from SRE lessons but not statutory science lessons. In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the SRE session is over.

Dissemination of the SRE Policy

All members of the governing body receive a copy of the policy. All members of staff within the school can access the policy from the Policy Documents file in the staff room. Parents can view the policy by requesting a copy from the head teacher.

Review Date: Sept 2017

Appendix 1

The SRE programme for KS1:

the importance of and how to maintain personal hygiene
how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
about the process of growing from young to old and how people's needs change
about growing and changing and new opportunities and responsibilities that increasing independence may bring
the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

The SRE programme for KS2:

that bacteria and viruses can affect health and that following simple routines can reduce their spread
that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
how their body will change as they approach and move through puberty
to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
about human reproduction
strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
to recognise and respond appropriately to a wider range of feelings in others
To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
to judge what kind of physical contact is acceptable or unacceptable and how to respond
the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics' in the

Equality Act 2010)
to recognise and challenge stereotypes

The learning objectives are taken from Barnsley Primary Sex and Relationship Education Resource Document (2014). The objectives are covered in our Long-Term PSHCE document under Relationships and Health and Wellbeing.

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Next Review: Sept 2017