



Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

1. Rationale

Sex and Relationship Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Sex and Relationship Education is therefore a tool to safeguard children.

Sex and Relationships Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

Ofsted (2014) states that in OUTSTANDING SCHOOL:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

In judging overall effectiveness, Ofsted will also require evidence of pupil's social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught SRE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Moral and Values Framework

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Sex and Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

2. How our policy was formulated

Our SRE policy has been formulated in consultation with staff, governors and the leaders in Learning Team from the school community. Learn for Life Materials and audits were used to formulate the policy.

The policy is linked to the following school policies:

PSHE Policy; Safeguarding Policy; Behaviour Policy; Special Educational Needs Policy; Sex and Relationship Management Policy; Curriculum Policy; Anti-Bullying Policy; Teaching and Learning Policy; Healthy Eating Policy; Health and Safety Policy; Equal Opportunities information and objectives; and policies relating to Looked After Children; Educational Visits, Confidentiality, and Drugs Education.

A governor leads on PSHE/Healthy Schools/SRE related issues. They were signposted to 'Sex and relationships education: support for school governors' factsheet

http://www.ncb.org.uk/media/183641/sre_and_school_governors.pdf

The SRE policy was developed with reference to:

- 'Sex and Relationship Education (SRE) for the 21st century; Supplementary Advice to the SRE guidance 2000 (Sex Education Forum, Brook & FPA 2014) can be accessed at:
<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>
- Sex and Relationship Guidance (DfES 2000) can be accessed at:
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200116%202000>
- PSHE Survey Visits- Supplementary Subject Specific Guidance (April 2014)
<http://www.ofsted.gov.uk/resources/generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-making-judgement>

3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of SRE.

Objectives are for primary school pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty.

Teaching staff in all schools to be confident:

- In planning, delivering and assessing SRE
- In answering parents' questions and dealing with sensitive issues

4. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of SRE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The Grange CP School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

5. Delivery of SRE

Content of SRE in the curriculum

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

"The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.

The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met".

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

SRE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, & Health Education (PSHE) & Citizenship. At The Grange CP School the *main* content is delivered in PSHE lessons and often in circle time. SRE is normally delivered by class teachers in mixed-gender groups other than when it is deemed more appropriate for topics to be covered in single-sex groups. Active learning methods which involve pupils' participation are used.

SRE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies helping us to deliver SRE in our school include:
e.g. The School Health Advisor/Nurse

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. The Grange has a code of practice for using visitors to support the delivery of PSHE:

Visitors Policy extract:

- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- The school will continue to liaise with the local secondary schools to ensure that the programme for SRE is continuous at KS3.

The content of the one-hour weekly lessons was decided upon after the consultation process, which involved pupils, parents/carers, staff, governors and the school health adviser using the OFSTED Sex & Relationship Guidance (2002) as a basis for discussion. A more detailed Learn 4 Life scheme of work is available on request.

Organisation of SRE

The leaders in Learning Team will ensure consistent delivery and progression across the whole school by monitoring and evaluating planning and lessons.

SRE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship.

Who delivers SRE and how?

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE”.

All teaching staff will deliver SRE in collaboration with the School Nurse and Home School Community Link Worker. All staff will be trained as and when the need is identified as per the staff SRE questionnaire (Appendix 2)

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. To support teachers and signpost them to appropriate resources, they will be signposted to training and SRE INSET offered by the School Nurse Team.

Questionnaires about the delivery of SRE is given to staff before the SRE lesson, and used as a baseline to assess their level of confidence and the support that they require. Staff complete the questionnaire again at the end of term/ the academic year to assess changes.

Resources:

The Learn for Life Scheme of Work and resources are used across the school.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

6. Assessment & Evaluation of Learning and Teaching

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice”

SRE delivered in the science curriculum is formally assessed using the Rising Stars Assessment Materials in line with the whole school assessment cycle. SRE delivered through PSHE will be assessed using the Learn 4 Life assessment materials. SRE provision will be assessed and evaluated by the LiLT, Standards Committee and Science Leader as per the school monitoring and evaluation schedule.

Assessment of SRE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the SRE – (was it early enough?)
- Peer assessment
- Self assessment
- Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

7. Specific Issues within SRE

Confidentiality and Safeguarding (Appendix 3)

Confidentiality

As a general rule confidentiality between members of staff and pupils is maintained unless the adult believes that the child is at risk or in danger. If any member of staff feels this is the case they should speak to the named child protection coordinator who may confer with the headteacher before any decision is made.

All children will be informed that confidentiality is maintained unless their safety is in question. The child will be supported by the teacher throughout the process.

Safeguarding

The Grange CP School has a separate Safeguarding Policy. Effective SRE may bring about disclosures of safeguarding issues and staff are aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect the differing views of others.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The Grange CP School expects that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Sexual Identity and Sexual Orientation

The Grange CP School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Preparation for puberty

This will be included in the SRE programme if it is deemed specific to the individual needs of the children.

Support for boys & girls

Information including support regarding menstruation will be included in the SRE programme if it is deemed specific to the individual needs of the children.

Staff will also be referred to the:

- HM Government's 2006 document on 'What to do if you're worried a child is being abused':

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>

- DfE's 2014 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Partnership with Parents

Parents are the key people in teaching their children about SRE and helping them cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes and their understanding of feelings.

Many parents find it difficult to talk with their children about sex and relationships, and may need support in how to do this.

We endeavour to work with parents and consult regularly in order to decide the content and nature of the SRE programme. Parents should be made aware and encouraged to play an active part in their child's SRE. When deciding whether girls and boys should be taught together, governors should consider the views of

the local community, the parents, and the pupils themselves. However, whether taught separately or together, the focus should be on boys as much as girls in order to ensure that there is greater emphasis on the responsibility of boys.

Parents will be informed about the sex and relationships education programme at the start of each term as part of information provided on what their children will be learning.

The school will liaise with parents through (delete as appropriate):

- SRE workshops
- Newsletters
- School website
- Letter (Appendix 4)

The school encourages parents to voice their concerns about SRE with their child's teacher and will be invited to view materials.

SRE homework will encourage discussion with parents/carers to enable them to engage in discussion with their children and to be aware of what the school is teaching.

Parents wishing for further support with talking to their child about SRE issues can contact the school.

This policy will be available on the school website for parents.

Parents will be signposted to:

Sex Education Forum's briefing on 'Parents and SRE' (2011):

http://www.ncb.org.uk/media/333401/parents_sre.pdf

Sex Education Forum's 'Talk to your child about sex & relationships: support for parents' factsheet 31 (2003):

<http://www.ncb.org.uk/media/183635/talk-to-your-children.pdf>

DfES leaflet for parents, 'SRE and Parents' (2001):

<https://www.education.gov.uk/publications/eOrderingDownload/SRE%20DfES%200706%202001.pdf>

The PSHE Association's resources for parents:

http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

Child Withdrawal Procedure

Sex and Relationships Education is to be taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. If a parent/ carer feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the head teacher or PSHE coordinator.

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 that specific lesson is over.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

Answering Difficult Questions/ Dealing with sensitive issues

Ofsted (2014) states that in an OUTSTANDING SCHOOL:

“Teachers are confident and skilled in discussing sensitive and/or controversial issues”.

Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class (DfES SRE Guidance, 2000).

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their SRE

Ensuring inclusion

Some of our pupils may find it difficult to talk their parents/carers about SRE and may rely on our school as their main or only source of information. We will therefore work to ensure that our SRE programme meets the needs of all our pupils.

We will ensure that our SRE programme is sensitive to pupils with additional needs and we will not withdraw them for the purpose of catching up on other subjects. We will also ensure that the SRE programme is sensitive to the religious and cultural beliefs of our pupil's families. We will also work to ensure that looked after children receive SRE as they may lack in parental guidance or may have missed SRE due to disruptions in moving schools or periods of absence.

Similarly for young carers, efforts will be made to ensure that they engage in SRE lessons. Our SRE programme promotes equality, recognises diversity and shows respect for others regardless of sexual orientation. Our teachers will deal with matters of sexual identity or sexual orientation honestly and sensitively and in a non-discriminatory way; and will answer appropriate questions and provide factual information. Teachers will provide opportunities for pupils to think, understand and challenge their own prejudice.

SEN

SEN pupils may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable and in being warned and prepared against unacceptable behaviour by some adults. They will need help to develop skills to reduce the risks of being abused and exploited. SRE should enable them to make positive decisions in their lives.

Some parents and carers of children with SEN may find it difficult to accept their children's developing sexuality and the idea that their children will some day become sexually active. Teachers will need to work closely with parents to build confidence in the SRE programme.

Planning will need to be more explicit and clearly identify how work will meet the individual needs of children with SEN or learning difficulties. It is important that pupils with SEN are not withdrawn from PSHE so that they can catch up on National Curriculum subjects.

Working with the Wider Community

Elements of sex and relationship education are also provided by a range of people in the wider community including health professionals, and visitors. If people other than school staff support SRE provision, they will be made aware of and agree to abide to our SRE policy before any support is given. Local religious leaders are consulted regularly regarding the content of the SRE scheme of work and policy.

Equal Opportunities

The school is committed to the provision of SRE to all of its pupils, regardless of race, gender, ability, culture or religion. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls.

Dissemination

The Headteacher will:

- Disseminate a copy of the SRE policy to all staff members, governors and PTA committee members
- Provide regular training to staff on the policy content
- Ensure that there are copies of the SRE policy are available from the school office and the school website for parents to access on request
- Include a short summary of the policy in the school prospectus.

The PSHE/SRE Leader will facilitate the gathering of policy feedback from parents, staff and pupils every two years.

APPENDIX 1: Statutory Provision of SRE under Science Curriculum

Key Stage 1 (age 5-7years)

* From September 2014-

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

*From September 2014-

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

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

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum from 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

APPENDIX 2: Sex and Relationship (SRE) Staff Questionnaire

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Please complete this questionnaire as honestly as you can. Your honesty will really help me to assess how you are doing as a school and identify the areas that may need development. It will also help us target our support more efficiently.

You don't need to write your name on the forms, so the answers will be anonymous.

Thank you.

➔ Please circle/ highlight the answer that best answers the question. Some questions will require a written answer.

How often do you teach planned SRE lessons?				
How often do you carry out 'spontaneous' SRE to respond to issues that arise in the class or school environment?				
If you are not teaching much SRE, what causes this?				
How important do you think it is to teach SRE?				
Do you feel confident teaching SRE?				
Have you noticed a positive impact on children's behaviour and learning as a result of SRE lessons?				
What subjects and topics have you taught in the last term that had a link to SRE? (please specify)				
What do you view to be the main benefits of teaching SRE to the young people across the school?				
What areas of SRE have you become more confident in during the last year?				
What areas of SRE would you like more support with?				
Any other comments/ questions:				

APPENDIX 3:

CONFIDENTIALITY **Information for All Key Stages**

What is Confidentiality and why is it Important?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

PSHE Education
Sex and Relationships Education
One to one discussions with pupils
Disclosures by pupils
School advice and support services
Visiting health professionals
Policy development

Therefore it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional is able to offer absolute confidentiality. However there are many situations a pupil may find themselves in where child protection is not a concern and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the schools code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within schools health and sex and relationships education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools SRE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)
NSPCC, Someone to turn to, 2004

The Grange Community Primary School

Sex and Relationship Education Policy

March 2015

Dear Parent/Carer

Re: Sessions on

As part of the school's Health Education programme, and in line with The Grange CP School's scheme of work for Personal, Social and Health Economic (PSHE) Education, your child is soon to/ will this term receive sex and relationship education (SRE) lessons.

Nowadays, there is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc... which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

If pupils are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what pupils should be taught and share with you the SRE policy and resources. We would therefore like to invite you to a workshop/coffee morning on SRE on

We would be grateful if you could please let us know if you will be attending.

If you have any questions, please feel free to contact PSHE Leader/Headteacher on

Kind Regards