



**Sir Thomas Abney Primary School**

# **Sex & Relationship Education Policy**

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### **1.1. General and Links**

Sir Thomas Abney Primary School values and cares for all its children, staff, parents/carers and wider community. We promote a healthy life style and aim to keep our children safe, to allow them to enjoy and achieve, enjoy economic well-being, and to make a positive contribution to the community. This policy links:

- Inclusion
- Equalities Duty
- Safeguarding
- Teaching and Learning
- Anti-bullying

### **1.2. Overview**

This Sex and Relationship Education Policy (SRE) explains the aims of SRE, within Personal, Social, Health Education and Citizenship (PSHE). It also describes what we teach and the approaches we use.

This policy helps ensure that the whole school community (parents/carers, staff, governors and children) have a shared understanding of this important area of the curriculum.

The SRE policy supports children's health and well-being and is an integral part of our approach. We are aware of how effective Sex and Relationship Education is one component of support in the national and local targets of reducing teenage pregnancy and improving young people's sexual health.

### **1.3. Process for developing the Policy**

Staff and governors were involved in the development of this policy through consultation.

## **2. Aims of Sex and Relationship Education**

### **2.1. Key Elements**

SRE has three main elements enabling children to:

- Explore their own and other people's attitudes and values
- Develop and practise personal and social skills
- Increase their knowledge and understanding

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote this development of children at Sir Thomas Abney and prepare them for the opportunities, responsibilities and experiences of adult life. Children will be encouraged to talk openly and have their questions answered honestly in a way that reflects the diversity of cultures and families.

### **2.2. Attitudes and Values**

- To be able to say no
- To treat everyone equally
- To understand other people's points of view and be compassionate

- To be respectful of themselves and others' bodies
- To understand that people may be different and to acknowledge similarities and differences
- To have healthy attitudes to each other
- To be sensitive to others feelings

### **2.3. Personal and Social Skills**

- To be able to communicate their fears, concerns, ask advice etc.
- To be able to talk openly without embarrassment
- To be able to keep their bodies healthy and clean
- To know the difference between close friends and relationships
- To know what is acceptable and what is not e.g. touching
- To understand the effects of sexual relationships
- To know about functional family life and marriage

### **2.4. Knowledge and Understanding**

- To know the proper names of the sexual organs
- To use the correct terminology
- To know about families and a variety of relationships
- To know about puberty and body changes
- To know what the legal age for sexual intercourse is
- To know where they can go to seek help, get advice
- To know that different cultures may have different views on sex and relationships

## **3. Content of an SRE Programme**

### **3.1. Where is SRE taught?**

SRE is taught within our PHSE lessons in Years 2 to 6. The school uses a scheme of work provided by the Christopher Winter Project.

**The areas taught to each year group are:**

Year 2 – Differences

Year 3 - Differences and Stereotypes

Year 4 - Growing Up

Year 5 – Puberty

Year 6 – Puberty, Reproduction and FGM (Female Genital Mutilation)

### **3.2. Who teaches SRE?**

The class teacher usually teaches SRE.

If a class has a short-term supply, SRE will not be taught by that teacher.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE.

### **3.3. How is SRE taught?**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationship education. To support this, a group agreement is developed with each class to provide a common values framework to teach within. There are clear parameters defining what will be taught to the whole class, what will be dealt with on an individual basis and what will be deferred or referred to parents and carers.

- At the start of each lesson ground rules will be agreed. Circle time and other familiar formats may be used to prepare the children and help to minimise any possible embarrassment.
- No-one (teacher or child) will be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Scientific names for body parts will be introduced, explained and used.
- Meanings of words will be explained in a sensible and factual way.

Answering difficult questions: An important outcome of SRE is that children feel confident to ask trusted adults questions about puberty, relationships and sexuality so it is important to praise questions and to deal with them seriously. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Teachers will need to consider the age and maturity of the children when answering questions and consider how they relate to the intended learning for that class.

Teachers have a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning.
- Explain that the teacher needs to find out a bit more information before answering. Agree to bring the answer to the class at a later date, once they've had time to speak to check and/or speak to colleagues.
- Answer to an individual child following the lesson.
- Refer the question to be answered at home or indicate that it will be covered in later year groups.

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's safeguarding procedures.

A question box may be used to enable children to ask confidential questions on pieces of paper. The teacher may use these to assess learning by getting the group to answer them or may answer them for the children, drawing on their learning throughout.

### **3.4. Evaluation and Assessment**

Assessment is an integral part of teaching SRE and enables teachers to measure what children have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and children.

### **4. SRE, Equal Opportunities and Inclusion**

The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the children at Sir Thomas Abney

The teaching materials we use are regularly reviewed to ensure their suitability. The children are usually taught in mixed sex groupings for SRE lessons.

### **5. Working with parents and carers**

Parents and carers have an especially important role to play in SRE; they need to feel confident that Sir Thomas Abney's programme complements and supports their role. To enable this, information sessions are offered for parents/carers with class teachers to discuss the SRE programme and teaching resources.

Parents/carers who have concerns about SRE are encouraged to talk to the class teacher to discuss the programme in detail.

### **6. Confidentiality and Child Protection**

At the beginning of our SRE scheme the class will discuss and agree ground rules. During this discussion confidentiality will be raised and children will be informed of the limits of confidentiality that can be guaranteed by a teacher.

If a teacher suspects that a child may be at risk or in danger he/she will talk to the Designated Safeguarding Lead immediately. A decision will then be made. A member of staff will support the child throughout the process.

### **7. Support Agencies**

There are various people who can resource and support school based Sex and Relationship Education. These people may include parents/carers, the school nurse, or health professionals. When support agencies are used to complement the work of the school, the sessions are jointly planned beforehand with the PSHE co-ordinator and/or the teachers co-facilitating the sessions. This planning will include agreeing the content, learning outcomes, methods of evaluation and follow up work. The visitors' contribution will be incorporated into the programme for PHSE and not used in isolation from it.

### **8. The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both the staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so

that they can deliver the SRE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based INSET, through team-teaching and peer observation.

The Headteacher monitors the policy and reports to governors, when requested on the effectiveness of the policy.

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

All staff members, governors will receive a copy of this policy. Copies will be available from the school office on request and on the school website. The policy has been fully discussed at governors, and staff meeting.