



Children and learning at the heart of
our CARE-ing community

Old Fletton Primary School Sex & Relationships Education (SRE) Policy

Version 4 - May 2019

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

SRE	How the school provides an appropriate education regarding sex and relationships.
Purpose	This policy sets out the standards by which the school will produce and deliver an informative SRE curriculum.
Linked policies	Equality & Diversity for school staff Policy Safeguarding & Child Protection Policy Behaviour Policy Anti-bullying Policy Data Protection Policy Work-Life Balance Policy

What is the policy for?	This policy is for all members of Old Fletton Primary School involved in the provision of the SRE curriculum, aiming to provide pupils with information and support to enable them to deal with the challenges of adult life and make safe choices.
Who has devised and contributed to this policy?	This policy was written by the school based on Cambridgeshire guidance and is reviewed and updated by the school's Governing Body.
How will this policy be communicated?	This policy is available on the school website and in the Headteacher's office.
How will this policy be monitored?	This policy will be reviewed annually inline with the policy monitoring schedule.

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Section 1 - The context of our Sex and Relationships Education Policy

a) Our shared beliefs about SRE

In our school we believe:

- SRE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE.
- Contribute their views and ideas in support of the development of SRE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when SRE is taught.
- Understand their rights and responsibilities in relation to SRE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The wider agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every child matters
- Healthy school status
- Children in care
- Children and young people's plan
- National service framework for children, young people and maternity services

- Safeguarding and child protection

Section 2 - Our Sex and Relationship Education Policy

a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of SRE: Equality and Diversity for school staff, Safeguarding and Child Protection, Behaviour, Anti-Bullying, Equal Opportunities, Work Life Balance, Data Protection.

This SRE Policy will be made available to staff in the main school housed in the Headteacher's office.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality SRE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

Our SRE policy is the responsibility of the governing body and has been developed by the PSHE Co-ordinator with the support of Governors/Headteacher and reviewed by staff. It was discussed and ratified by the school governors on 28th September 2015, and is reviewed annually.

b) Our aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, civil partnerships, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Be able to name the parts of the body and understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Value, care for and respect their bodies.
- Access additional advice and support.

c) Delivering our SRE curriculum

Our curriculum for SRE (see Appendix A) describes the elements which will be taught. The curriculum is wholly consistent with the National Curriculum, DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE curriculum will be taught in:

- PSHE through designated lessons and circle time (body parts).
- Other curriculum areas, especially Science and PE.
- Enrichment activities, especially our assembly programme, PSHE programme, visits from relevant groups and professionals.

Specific Units of Work on SRE are planned into our teaching programme in every year group. Specific content on puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for curriculum delivery and policy implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the curriculum leader.
- The PSHE leader is responsible for reviewing and evaluating SRE at our school. The PSHE leader will report to the Headteacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the curriculum leader who will, with support, provide lesson plans and activities for colleagues, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the SRE curriculum.
- Governors hold responsibility for the SRE policy and will be assisted in monitoring its implementation by the Headteacher.

e) Teaching methodologies

Ground rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

Answering questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arise, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the

question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the curriculum leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role play and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

g) Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the SRE curriculum. We will avoid a 'resource-led' approach to delivering SRE, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives, We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- Are consistent with the Curriculum for SRE.
- Relate to the aims and objectives of the policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for SRE.

h) Use of specialist visitors to support SRE

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage specialists to our school who may enhance, but never replace, our planned provision. We will work closely with specialists to ensure that the needs of our pupils are met.

We will follow this code of practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, specialists will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the curriculum leader and/or class teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In our school we have a clear and explicit understanding about confidentiality within the workplace which is shared with staff during their induction. During this induction staff are informed that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's Safeguarding policies. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

1) Safeguarding and Child Protection

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) Sexually active pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection procedures and seek advice from the relevant agency.

j) Staff training

Teaching SRE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for SRE. We will also encourage the sharing of good practice.

k) Role of Governors

This policy describes the governors' views on how SRE will be delivered in addition to requirements of the national curriculum.

It is the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the policy is made available to parents (via the school website).

In order to facilitate this process, the SRE policy will appear annually on the agenda of a governors' meeting. Minutes will then be placed on the school website.

l) Pupil participation

- We will involve children in the evaluation and development of their SRE in ways appropriate to their age.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.

m) Working with parents/carers and our school community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from the parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming SRE topics.
- Inviting parents to learn more about resources and activities used in SRE.
- Providing supportive information about parents' role in SRE.
- Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers will be given access to this policy on request. It will be available on the school website.

Parents and carers have the right to withdraw their children only from all or part of those elements of SRE which are not included in the statutory national curriculum programmes of study for science. They are able to withdraw their children from those elements which fall within the non statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the class teacher to discuss the matter. Appendix A will be used to guide the discussion to explain clearly which areas of SRE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from SRE to meet the class teacher to discuss content further if required. Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.

n) Monitoring, evaluating and reviewing our SRE policy

Monitoring and evaluation of the policy is the responsibility of the governing body. Information will be gathered from the Headteacher and PSHE leader to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for SRE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality SRE for our children.

- The policy will be formally reviewed every year.

Section 3 - Sensitive Issues

a) Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

b) Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will guide the children to discuss this further with their parents.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality procedure, to involve the child's parents and, if necessary, other professionals.

c) Sexual identity and sexual orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and we need to be sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and gender identity and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Appendix A - The Entitlement Curriculum for Sex and Relationships Education

Foundation Stage and Key Stage 1 (Year1/2)

Science Curriculum	<ul style="list-style-type: none"> Find out about and identify some features of living things, objects and events they observe. 		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> The ways adults care for young people. Basic hygiene routines, including toileting and washing. 	<ul style="list-style-type: none"> Dress and undress independently and manage their own personal hygiene. Describe their own appearance, including body parts. 	<ul style="list-style-type: none"> Value their body, physical achievements and capabilities.
	<ul style="list-style-type: none"> Have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others. Some ways of being a good friend. 	<ul style="list-style-type: none"> Recognise the importance of keeping healthy and those things which contribute to this. Respond to a range of experiences, showing a range of feelings when appropriate. Be able to identify when and how to say 'no' and 'stop' 	

Science Curriculum	<ul style="list-style-type: none"> That animals, including humans, grow and reproduce. That humans and animals can produce offspring and these grow into adults. Recognise and compare the main external parts of the bodies of humans. Recognise similarities and differences between themselves and others and treat others with sensitivity. 		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> How some diseases are spread and how to control them. About the process of growing from young to old and how people's needs change. The names of the main external parts of the body including agreed names for sexual parts. Understand they have rights over their own body. 	<ul style="list-style-type: none"> Recognise their responsibilities and how these have changed. Follow basic rules for keeping themselves safe and healthy. 	<ul style="list-style-type: none"> Value their own body and recognise its capabilities and uniqueness. How families are special for caring and sharing.
	<ul style="list-style-type: none"> Ways in which they are like and different from others. That they have some control over their actions and bodies. 	<ul style="list-style-type: none"> Identify and be able to talk with someone they trust. Be aware that their feelings and actions have an impact on others. Recognise similarities between themselves and their peers. 	<ul style="list-style-type: none"> Why families are special and how they care for each other.

Key Stage 2 (Year 3/4/5/6)

Science Curriculum	<ul style="list-style-type: none"> • That the life processes common to humans and other animals include growth and reproduction. • About the main stages of the human life cycle. 		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> • Name the main external parts of the human body, including scientific names for sexual parts. • Understand the physical differences between males and females. • Understand how their responsibilities will change in the future. 	<ul style="list-style-type: none"> • Carry out regular personal hygiene routines. 	<ul style="list-style-type: none"> • Who has responsibility for their personal hygiene and who will have responsibility in the future. • The responsibilities parents have for babies. • Perceptions of being 'grown up'.
	<ul style="list-style-type: none"> • Consider ways they affect and are affected by their special people. 	<ul style="list-style-type: none"> • Be able to listen to and support their friends and manage friendship problems. • Be able to recognise unwanted physical contact and ways of stopping it and getting help. 	<ul style="list-style-type: none"> • Be aware of other people's lifestyles and beliefs. • Personal responsibility for personal safety and behaviour.

Science Curriculum	<ul style="list-style-type: none"> • That the life processes common to humans and other animals include growth and reproduction. • About the main stages of the human life cycle. 		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> • That bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread. • About the physical changes that take place at puberty, why they happen and how to manage them. • Understand that physical changes take place at different rates for different people. • Know the facts of the human life cycle, including sexual intercourse. 	<ul style="list-style-type: none"> • Recognise their changing emotions with friends and family and be able to express their feelings positively. • Recognise and challenge stereotypes, for example in relation to gender. • Recognise the pressure of unwanted physical contact and know ways of resisting it. 	<ul style="list-style-type: none"> • The diversity of lifestyles. • Others' points of view, including their parents' or carers. • The need for trust and love in established relationships. • Be ware of and accept a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
	<ul style="list-style-type: none"> • The many relationships in which they are involved. • Where individual families and groups can find help. • About keeping themselves safe when involved with risky activities. • Understand how self-confidence and assertiveness can help them keep themselves safe. • What makes a healthy lifestyle, what affects mental health and how to make informed choices. 	<ul style="list-style-type: none"> • Respect other people's viewpoints and beliefs. • Identify adults they can trust and who they can ask for help. • Be self-confident in a wide range of new situations, such as seeking new friends. • See things from other people's viewpoints, for example their parents and their carers. • Listen to, support their friends and manage friendship problems. 	<ul style="list-style-type: none"> • Why being different can provoke bullying and why this is unacceptable. • When it is appropriate to take a risk and when to say no and seek help. • The diversity of values and customs in the school and in the community. • Value themselves and identify positive things about themselves.