

Watlington Community Primary School

Sex and Relationship Education Policy

Watlington Community Primary School is a rural school in Norfolk, where the population is mainly White British. The Special Educational Needs are comparable with national averages. This Policy has been developed through a consultation with staff and Governors, including parent governors and is in line with Norfolk County Council Guidance based upon the Sex and Relationship Education Guidance, DfE, 2000 and the Sex and Relationship Education Guidance for Norfolk Schools, Norfolk Children's Services.

What is Sex and Relationship Education (SRE)?

SRE is embedded in our PSHE (Personal, Social, Health and Education), SEAL (Social and Emotional Aspects of Learning) and the Science programme of study for KS1 and KS2 2013. We teach a spiral curriculum that builds upon prior and age appropriate information in a careful and sensitive way. We give children accurate information about relationships and sex allowing opportunities to develop life skills and a moral framework that aims to enable them to make positive use of the information. SRE is delivered predominantly by the pupils' class teacher. In Year 6 a school nurse enhances the programme by delivering an informal session on the changes of puberty. Parents are given the opportunity to view the resources beforehand to make an informed choice about withdrawal.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

This policy is referred to in the school's prospectus where parents are also informed of their right to withdraw their child from SRE lessons. This SRE Policy is available on request from the school.

We aim to develop and provide the following within a social, moral, spiritual and cultural framework:

- Self-esteem and self-awareness
- A moral framework that will guide their decisions and behaviours
- The skills needed for successful relationships of all kinds, friends, family, and parents as well as partners in later life
- A beneficial attitude towards difference and diversity
- An understanding of their own and others' rights
- Respect others' opinions
- Emotional literacy
- The skills to be assertive
- Good communication skills
- The ability and confidence to make informed choices
- Take responsibility for and the consequences of their own actions
- The ability to keep themselves and other people safe by minimising risk from harm.

- An understanding of their own and others' attitudes, values and beliefs
- A discerning eye for the messages they receive from the media.
- A positive attitude towards their body and sexuality.
- The ability to access help and support.

Why Should SRE be taught?

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme.

SRE is about helping children to develop and maintain successful relationships, about providing them with information that will support them with the process of puberty and helping them understand issues relating to sex and reproduction. Although Relationship Education is a whole school issue SRE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex. At Watlington Community Primary School this is discussed in the summer term of Year 6.

SRE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable communicating about these matters. This therefore will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services.

Content

The content was decided by consultation with staff, pupils, parents/carers, governors and external agencies and covers:

- aspirations and how we might see our futures
- different types of relationships
- how to find help and support
- developing emotional literacy
- peer influence and peer pressure
- considering rights and responsibilities
- raising self-esteem and increasing self-awareness
- exploring friendships – making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills – saying 'no' and being assertive, dealing with conflict, negotiation,
- The physical and emotional changes of puberty
- growing up
- naming sexual organs
- personal hygiene
- considering media messages
- developing a positive body image
- changing relationships as we grow up

All pupils will learn the about both sexes however where possible opportunities will be made for pupils to discuss matters further in single sex groups or individually

Resources

SRE resources are chosen and checked for

- being inclusive
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

Monitoring and Assessment

Monitoring and assessment is undertaken by the PSHE Coordinator and Headteacher through Discussions, Teacher assessments, Pupils' self-assessment and evaluations as well as Lesson observations.

Parental Withdrawal

Before any year group embarks upon its SRE programme, parents/carers are informed by letter of their right to withdraw their child from SRE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the School's SRE Policy on request. Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Safeguarding

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns.

In these cases please refer to the school's safeguarding policy.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named Designated Safeguarding Lead (DSL) or alternate DSL who will take the appropriate action.

Questions by Pupils

Watlington Community Primary School will:

- Answer only those questions that relate directly to the agreed programme/lesson.
- make it clear, through ground rules, that nobody should ask personal questions
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Encourage pupils to ask their parents/carers any question outside the planned programme.

- Tell pupils that their question will be answered in a later part of the SRE programme

Language and Ground Rules

- Respect will be shown at all times.
- No personal questions are acceptable in SRE lessons.
- Use the correct terms for all body parts as this is deemed good practice.

Other Related Policies

Confidentiality

PSHE

Safeguarding, incorporating Child Protection

Teaching and Learning Policy

Equal Opportunities

Watlington Community Primary School is committed to the provision of SRE to all of its pupils. Equal time and provision will be allocated to all pupils with the exception of pupils with special educational needs who will be given extra support.

Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, special needs, ability or disability.

Review date: June 2019

Ratified at Governors meeting: 23rd June 2016

Chair of Governors:

Kate Samouelle