



Sex and Relationship Policy

Context of school

Freethorpe Community Primary and Nursery School is a state controlled primary school catering for children aged between 2 -11, in a rural area. The school is located within the close knit community of Freethorpe and receives great support from parents and the local community, including the Friends of Freethorpe School. Children who attend the school are predominantly white and come from single and dual parent families; the predominant religious grouping for the school is Christian, or no stated religious beliefs.

This policy was developed by the school PSHE subject leader and has been viewed by senior management, staff members and governors.

Description of the policy formation and consultation process

- **Parents**
Parents were consulted on their views and the content of the SRE programme by questionnaire and by parents forum sessions. Their views were taken into account during the formation of the policy.
- **School Staff (including governors)**
Freethorpe Primary and Nursery School at the original time of policy formation, had no SRE policy in place. It was thus considered essential to implement a policy that reflected society today and the fact that all children are exposed to sex and related images via media, in contemporary society. The factual information to imparted to pupils in order to develop understanding, coupled with a strong emphasis on developing life skills and exploring opinions and values was discussed. Discussion also occurred on how to tackle more explicit questions and topics that may cause particular embarrassment.

Teaching and non- teaching staff were consulted during inset by means of discussion as well as a review of suitable support resources. Governors viewed the video materials for the SRE scheme of work and were consulted by the headteacher as to what they felt should be included in the programme of study.

At Freethorpe Primary and Nursery school, we place emphasis on consulting everyone in relation to policy formation. Thus, the consultation process has aimed to involve the whole school community.

Aims of the SRE Policy

SRE education within Freethorpe Primary and Nursery school aims

- to equip pupils with the necessary skills, understanding and awareness of pressures they may face within society today
- to highlight the role of the media and peer group in influencing and forming pressures
- to give pupils the opportunities to develop strong decision making skills and furnish them with the ability to make healthy and informed decisions, at all stages of their life.
- SRE teaching aims to explore and respect others lifestyles, opinions, attitudes and values and to recognise difference and diversity in today's world.

The SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active discussions and teaching learning activities as often as possible. Wherever possible, parental involvement in SRE is to be encouraged.

Moral and Values framework

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self respect.
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- honesty.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views.
- not imposing our own views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

Equal Opportunities Statement

Freethorpe Primary and Nursery School aims to provide equal opportunities to all pupils. Our SRE teaching will be effective and will respond to the individual needs of pupils, cultures, faiths and family backgrounds.

Content/Learning Objectives of the SRE programme

A scheme of work detailing the content of SRE is attached at Appendix 1.

- In Key Stage 1, the main focus is on developing children's decision making skills and ability to understand and respect others opinions. There is also a strong emphasis on keeping safe and healthy, by making safe lifestyle decisions.
- In Key Stage 2 the main focus is on preparing pupils for puberty and the emotions involved in such a major change. Key Stage 2 emphasis will also be on the media, challenging and questioning the messages the media gives us, with an aim of preparing pupils for adolescence.
- Throughout the programme, pupils 'practice' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them. We also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions.

How the content will be delivered.

The content is developmental with topics being revisited and built upon. The school has decided to split mixed aged classes into separate year groups when teaching SRE as part of the PSHE programme, in order to keep the content age group specific.

Where possible, pupils are taught by their own class teacher as their familiarity with the pupils makes them best qualified to deliver SRE. Pupils will however have the opportunity to seek external advice from visitors such as the school nurse, on personal and medical matters, who offers a 'drop in clinic' during some school lunch times. Certain subject areas and approaches, which may see children asking personal questions, may be delivered in gender groups – eg work about periods with girls – although the subject content will also be covered with boys and vice versa.

When the content is delivered.

The content was decided in consultation with parents, governors, staff and pupils. However, ultimately, the staff agreed on the content of the final programme and it was reached by consensus. Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme and staff have been advised to use their professional judgement and knowledge of their own classes, when planning and delivering the SRE programme. The policy and teaching content is reviewed annually with parents/carers prior to

delivery in class. This may mean that certain subjects are not covered in an annual programme, however, the school will ensure that the National Curriculum considerations are covered eg Science topic areas relating to reproduction.

Organisation of the SRE Programme.

The headteacher and PSHE coordinator are responsible for co-ordination of SRE. The school has also appointed a governor with responsibilities for Safeguarding/Pastoral care who has an overview of the programme and outcomes.

SRE is delivered predominantly in PSHE lessons to ensure a comprehensive coverage. However, consolidation and extension of SRE is found in science and RE.

Teaching methods.

- Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to reduce personal questions that may be professionally judged inappropriate, and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to inform the safeguarding lead in the school.
- **Please refer to the Child Protection Policy.**
- Active learning techniques will be developed during the delivery of the SRE programme, such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations. Pupils will be given many opportunities to reflect on what they have learnt in SRE lessons.
- Most of SRE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.
- The PSHE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience and are relevant and suitable to the age group in question.
- All class teachers will be asked to evaluate the SRE scheme of work at the end of the term when they have delivered it. The PSHE coordinator will then modify the scheme of work as needed.

Specific Issues Statements

- **Language/Vocabulary**
 - During all SRE lessons, the correct terms for all body parts and functions will be used.
 - The meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used.
 - This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.
- **Use of visitors to deliver SRE**
 - Whenever an external speaker is going to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content.
 - All visitors are made aware of the Safeguarding and SRE policy and all lessons are evaluated by staff.
 - The visitor will also be supervised by a member of staff at all times.

Confidentiality

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm.

Effective PSHE and Citizenship teaching may bring about disclosure of issue and incidents regarding **Child Protection**. All teaching staff are aware of the process for reporting concerns regarding Child Protection and refer these to the designated Child Safeguarding Lead, namely the head teacher/Assistant Headteachers. A child's confidentiality is maintained at all times and teachers support children throughout any sensitivity and child protection issues.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues. All PSHE issues are taught openly and without bias. A wide variety of views and beliefs are presented to pupils, so that pupils can then form their own opinions from a wide evidence base and learn to respect difference and varied opinions. All staff respect the variety of views that pupils will possess on PSHE topics.

Informing parents/carers about their right to withdraw their child

Before each year group embarks upon its SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons. Parents may view all teaching resources that will be used in the delivery of their child's SRE. Parents are welcomed to join their child in any SRE or PSHE session.

Every parent has the opportunity to tell their child's class teacher if they wish for their child not to be included within a session. Parents are encouraged to view any materials linked to sensitive topics, prior to teaching commencing, if they require reassurance of subject content. The school, as a maintained school, has a duty to ensure that children have access to the National Curriculum Science content relating to reproduction.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while SRE is being taught.

Pupils' Access to Help and Support

The school has information displayed within the whole school where help details are displayed eg Childline posters and information about any agencies that support the welfare and health of children, are displayed.

Girls who start their periods at school are supported by staff. There is a supply of sanitary protection which can be used when required by girls; children are provided with access to trained adults who can deal with anxiety relating to puberty (including School Nursing Service).

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

Dealing with sexually explicit questions

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions:

- It would be made clear to pupils, by means of ground rules, that personal questions would never be publicly asked by pupils or the teacher.
- That an anonymous question box was used at the same time as sex education lessons were being delivered.

- This question box would be consulted and the teachers' professional judgement used to choose whether the question may be answered or whether it is considered too explicit for that age group and therefore not be answered – consideration of Child's safeguarding considered in relation to age appropriate Sexual knowledge.
- The judgement about which questions could or could not be answered will be based on whether or not it is closely relevant to the programme the school has decided upon.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the SRE programme can be adapted to deal with this issue, so as to prevent pupils from becoming misinformed or receive biased information.
- Teachers' will not answer questions on the practicalities of sex, beyond the reinforcement of learning from resources agreed by parents/staff at annual review of learning programme.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching SRE then provision may be made for another teacher that is known to the children to deliver the SRE. This would usually be accommodated by the teacher from within the same Key Stage taking the SRE.

Arrangements for Monitoring and Evaluation

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme which will be reviewed annually, by means of discussion with all parties involved. A formalised evaluation exercise will be completed by staff at the end of the SRE unit of work, along with evaluations of the PSHE programme as a whole, half termly.

To be read in conjunction with:

- ◆ PSHE Policy
- ◆ Teaching and Learning - Science curriculum
- ◆ Confidentiality Policy
- ◆ Safeguarding incorporating Child Protection Policy
- ◆ SMSC Policy/British Values statement

This policy will be reviewed by Staff & Governors in Spring 2018.

<p><u>SRE and Drugs Education scheme of work – Summer Term</u></p> <ul style="list-style-type: none"> • Pupils to be taught in discrete year groups. • All pupils to take part in Jugs and Herrings drugs assessment (assessment of knowledge through story being told). • PSHE ground rules established and reiterated before each lesson takes place. • Each class has a question box for pupils to put questions in if they wish to. Class teachers use their discretion as to whether they answer these. 	<p><u>Year R</u> My family My home – what makes it a special place? Which people are special to me and why? When do special people worry about me? Being different, being the same. Sticking up for yourself. Teasing. Telling tales. Dealing with anger. Jugs and Herrings drugs assessment. Drug Education lessons planned after initial needs assessment.</p>	<p><u>Year 1</u> My family My home – what makes it a special place? Which people are special to me and why? When do special people worry about me? Being different, being the same. Dealing with anger. Having babies. Babies, children and adults. Jugs and Herrings drugs assessment. Drug Education lessons planned after initial needs assessment.</p>	<p><u>Year 2</u> Feeling different or feeling unique? The difference between boys and girls. Challenging stereotypes A good friend. Friendly behaviour and unfriendly behaviour. Being fair. Respecting others feelings. Notice me. Male or female. Male and female body parts. How does a baby start? Good and bad touches. Jugs and Herrings drugs assessment. Drug Education lessons planned after initial needs assessment.</p>
<p><u>Year 3</u> Can you guess? When we first meet someone. What is friendly behaviour? Team-work – when is teamwork necessary? Dealing with misunderstandings. What's the same, what's different? Growing up. Being a grown up. Nine months to make you. Babies and birth. Lessons related to self esteem and body image. Jugs and Herrings drugs assessment. Drug Education lessons planned after initial needs assessment.</p>	<p><u>Year 4</u> Are girls and boys different? Male or female? Compliments. Different relationships. Family. Parents/Carers. Good and Bad touches. Puberty. Periods. How is a baby made? A pregnancy. Lessons relating to self esteem and body image. Jugs and Herrings drugs assessment. Drug Education lessons planned after initial needs assessment.</p>	<p><u>Year 5</u> Girls, boys, men and women – sexual stereotyping. Trevor the Terrible. The human life cycle. Puberty – a time of change. Periods. Pregnancy. Period party. Jugs and Herrings drugs assessment. Drug Education lessons, planned after initial needs assessment. Lessons relating to self esteem and body image.</p>	<p><u>Year 6</u> When relationships go wrong. Why do people argue? Empathy. Conversation. Love. Marriage. Puberty – physical changes. Periods. Sexual intercourse. Birth. Period party. Lessons relating to self esteem and body image. Jugs and Herrings drugs assessment. Drug Education lessons, planned after initial needs assessment.</p>