

# Varna Community Primary School Sex and Relationships Education Policy & Guidance



<b>Approved by:</b>	<b>Governors</b>	<b>Date:</b> March 2018
<b>Last reviewed on:</b>	March 2018	
<b>Next review due by:</b>	March 2019	

## **1. Ethos and Values**

Every pupil should receive their full entitlement to SRE\* regardless of their gender, race, ethnicity, faith or sexual orientation (\* see 'right to withdraw' in Legal Requirements and Guidance).

The school should provide a statement that outlines its own ethos and values regarding sex and relationship education in line with the Sex and Relationship Guidance 2000 and of the Sex Education Forum Supplementary Guidance 2014.

### **ETHOS AND VALUES STATEMENTS**

- Through SRE, Varna Community Primary is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.
- SRE aims to prepare children and young people for the responsibilities of later life.
- SRE curriculum will reflect the values of our school/PSHE programme and will be taught in the context of relationships.
- SRE will place children and young people at the heart of the teaching and will ensure that their health and well being is maintained.
- SRE will encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way.
- SRE will aim to empower, enable and encourage young people to make informed decisions about their own personal relationships.
- SRE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip children and young people with the skills necessary transition in to adulthood.

## **2. Definition**

According to the Sex and Relationship Education Guidance 2000 and the 2014 supplementary guidance, 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 values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health'.

## **3. Aim and Objectives**

### **Aims**

- To equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty.
- To prepare children and young people for the physical and emotional changes of puberty and the transition into adulthood.

### **OBJECTIVES:**

- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Include the on-going development of communication and social skills.
- Encourage the exploration and clarification of values and the development of positive attitudes.

#### **4. Content / Curriculum**

The school's SRE programme uses the Growing and Changing Together curriculum 1-6.

The content covers all of the statutory requirements for SRE required as part of the National Curriculum for Science to all children within school. Alongside this the school recognises that that sex education should be more than solely science, if it is to meet children's needs.

##### **a) Curriculum**

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

##### **National Curriculum Science – Sex and Relationship Education (statutory)**

Detailed below are section taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further.

##### **Key Stage 1**

##### **Children should learn 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.
- notice that animals, including humans, have offspring which grow into adults.

##### **Key Stage 2**

##### **Children should learn to:**

- describe the changes as humans develop to old age.
- describe the life process of reproduction in some plants and animals.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>**

##### **b) National Curriculum PSHE – Sex and Relationship Education (non-statutory)**

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

The national Sex and Relationship Education Guidance (DfEE, 0116/2000 and Supplementary Guidance 2014) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and social development.

**<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>**

Detailed below is recommend content for non-statutory sex and relationships education as part of PSHE.

### **Key Stage One**

- Respect their own bodies
- Private parts
- Differences between males and females
- Where babies come from

### **Key Stage 2**

- The physical and emotional changes of growing up
- Similarities and differences between male and female
- Coping with emotions
- How to be healthy and safe
- Love and different kinds of relationships
- Gender stereotypes and homophobia
- Puberty and sexual feelings
- Conception and how babies develop

## **5. Teaching**

At Varna Community Primary School, the delivery and content of SRE is carefully planned by teachers following the Growing and Changing Together scheme and are delivered by teachers and where possible are supported by Healthy Schools Specialist on SRE or by a School Nurse.

At Varna Community Primary School we feel that for the lessons which cover content on puberty are delivered in single gender groups and where possible of a teacher or health professional of the same gender. The lessons are delivered in a discrete PSHE lessons and adhere to the scheme of work provided through NHS Healthy Schools.

## **6. Monitoring, Assessing and Reviewing**

To ensure the curriculum content and teaching is effective, the delivery is assessed and evaluated in the classroom. Pupil evaluation of SRE is carried out via, discussions, assessment and the Growing and Changing Together online monitoring form is used to measure pupil progress.

SRE it is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils in Varna Community Primary School.

## **7. Implementation**

### **a) Dealing with difficult questions**

Within school, clear parameters of what is appropriate and inappropriate are agreed with governors, staff and parents prior to any delivery-taking place.

At Varna we:

- Use specific ground rules for this work which will clarify boundaries for children/young people.
- Clarify that personal questions should not be asked.
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions.
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

### **b) Dealing with difficult topics**

At Varna Community Primary School we use the Growing and Changing/Growing Up and Moving On resources and cover the content as describe in the lesson plans. We are aware other topics may arise will respond by using the 'dealing with questions' guidelines above. We also have the support from the School Nurse and can share resources/planning and deliver SRE sessions should we feel the need arises.

### **d) Working with Parents**

At Varna Community Primary School we work very closely with the school community. Every year the school informs parents when the curriculum is being delivered and are able to speak to teachers regarding the topics covered within school.

Parents are informed that they have the right to withdraw their children from the non statutory elements of sex and relationships education covered as part of PSHE. In the situation where children are withdrawn from SRE lessons, the school will find alternative provision for those children.

### **e) Dealing with the Media**

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Head teacher. The Head teacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

## **8. Relationship with other policies**

### **a) PSHE**

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

### **b) Anti-bullying**

This should be linked to the school's broader policy on anti-bullying. An effective SRE programme will including raising awareness about lesbian and gay sexuality, therefore an anti-bullying policy needs to include strategies to tackling homophobic bullying in school.

### **c) Child Protection**

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection/Safeguarding.

### **d) Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

## **9. Breaches of the Policy**

All staff are under a contractual obligation to uphold the policy as with all other school policies.

## **10. Date and Review of the Sex and Relationship Education Policy**

The governors agreed this policy March 2018 and it will be reviewed in partnership with staff, parents / carers and students again in March 2019, unless there are changes in National or Local Guidance.

## **11. Policy, Leadership and Management**

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in the school. The named /leaders with the responsibility for SRE are Mrs H Fitzpatrick & Ms J Mckeown.

The SRE policy and resources used have been agreed by the schools governing body.

**SRE Guidance - Produced by Manchester Healthy Schools Programme. Jan 2012**

For further support on Sex and Relationship Education contact 0161 946 8270