

CASTLE PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

REVIEW DATE: MARCH 2021

Introduction

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as an integral part of Personal, Social, Health and Economic education (PSHE).

It is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy. At primary school level, it is about laying the foundation for teaching in the context of feelings, friendships and relationships with a backdrop of understanding biological processes.

Under the Education Act 2002, all schools must provide a broad and balanced curriculum which:

- Promotes spiritual, moral, cultural, mental and physical development of pupils and of society, and
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

SRE is set within a wider legislative context. The Equalities Act 2010 ensures that schools strive to do their best for all pupils. SRE must therefore be sensitive to the different needs of individual pupils and may adapt and evolve over time.

The purpose of this policy is to provide clear guidance on how and when sex education will be taught at Castle Primary School. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Other relevant policies include: PSHE, Confidentiality, Child Protection, E-Safety, Science.

Definition

Sex education is defined as:

“Learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

Why is SRE important?

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships

- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

1. Aims and Objectives

We aim to:

- Encourage pupils to be aware of their own feelings and the feelings of others.
- Promote and sustain a caring, trusting atmosphere and environment where questions can be asked and answered honestly and openly.
- Provide information which will enable pupils to gain an understanding about the development of their own and other people's bodies.
- Enable pupils to develop their own opinions and values.
- Develop skills to handle situations where pupils may feel inappropriate pressure.
- Explore gender stereotyping and ensure equal opportunities for all school users.

2. Moral and Values Framework

The SRE programme at Castle Primary School reflects the school ethos and demonstrates and encourages the following values.

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility within their family, friends, schools and wider community.

2. Organisation/Provision

SRE should not be taught in isolation but firmly embedded in other areas of the curriculum. While the main teaching of SRE is carried out through the PSHE curriculum, it is also taught in other areas, Science and PE, for example. We use the PSHE Association Programme of Study as a basis for our PSHE curriculum; this document covers key concepts, skills and topics across KS1 and KS2 to be covered as part of a comprehensive program.

In PSHE, children are taught about relationships and they are encouraged to discuss issues. We teach children about the parts of the body and how these work, including how their bodies will change as they reach puberty. We encourage children to ask for help if they need it.

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and

try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

In Year 6, particular emphasis is placed on puberty and health education. Girls are also taught about menstruation. We work closely with the Local Authority and health professionals to ensure that the teaching is appropriate for the age-group.

Teachers will always try to answer questions honestly, with sensitivity and care and all teaching will be with due regard to the emotional development of the children in the class.

Teaching staff are provided with a copy of Sex and Relationships Education (SRE) for the 21st Century:

<https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

1. Role of the PSHE Subject Leader

In accordance with government guidance this school has appointed a Subject Leader who is responsible for supporting policy implementation, providing advice and support and monitoring effective implementation of the SRE policy.

The Subject Leader will therefore ensure that:

- The sex and relationship education policy is disseminated to all members of the school community and is thoroughly discussed and understood.
- Clear roles and responsibilities for policy implementation are identified.
- The underpinning aims, values and attitudes of sex and relationship education are made explicit.
- The development of good relationships is promoted within and beyond the school.
- Equality of opportunity is promoted.
- Provision is made for ongoing professional development and training within the field of sex and relationship education.
- The link between sex and relationship education and other school policies is identified and made explicit.

- They are aware of supporting information and local and national resources that support PSHE and the teaching of SRE.
- They foster relationships with local health services who can support the curriculum.
- External agencies are familiar with both the school's sex and relationship education policy and the confidentiality policy.
- Ensure that the policy is made available to parents, as part of the school website.

1. Role of Parents

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other

subject areas. There may be certain times when parents from different cultures would like their child to be withdrawn from sex education lessons; this needs to be discussed with the class teacher / Headteacher at the beginning of the academic year. Written confirmation is desirable, as this can then be passed on to each class teacher as the pupil moves through school. As part of our school newsletter in the Autumn term, the following statement will be published:

“Parents have the legal right to withdraw children from all or any part of SRE provided by Castle Primary School, with the exception of biological aspects necessary under the National Curriculum. Please see your child’s class teacher if you would like to discuss the aspects of SRE that will be covered this year.”

We will work in active partnership with parents, value their views and keep them informed about our SRE provision. If a parent has any concerns about the SRE provision, we will take time to address their concerns and allay any fears they may have. If any parents decide to withdraw their child, we will work with them and their child to explore possible alternative provision.

2. Role of Other Members of the Community

We encourage members of the community to work with us to provide advice and support to the children in relation to SRE. In particular, health professionals such as the school nurse provide invaluable support in delivering the SRE program.

3. Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our policy on SRE and that the policy is implemented effectively. It is also the Headteacher’s responsibility to ensure that all members of staff are given sufficient training, so they are able to teach all aspects of SRE effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

4. Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence, with set ‘ground rules’ that are discussed and agreed with the children. If a child makes any reference to being involved, or likely to be involved, in sexual activity or if they have been a victim of abuse, then the teacher will take this matter seriously and deal with it as a matter of Child Protection. This will then be reported to the Designated Safeguarding Lead (DSL), following the appropriate procedure.

5. Assessment

Children’s understanding in SRE education will be demonstrated through assessment against learning objectives, which will be built into short-term planning; this will be part of the PSHE and Science curriculum. A variety of assessment techniques will be used, including discussion, scrutiny of children’s work, pupil self and peer assessment.

12. Monitoring and Review

This policy is reviewed and updated regularly to meet the changing needs of the school and in light of any new initiative.

