



Sex and Relationship Education (SRE) Policy: Horspath C of E Primary School

1. Foreword and sources of information

1.1 This policy is based largely on existing Department of Education guidance, namely: “Sex and Relationship Education Guidance”

Source: DfEE 0116/2000 available from:

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0116-2000%20SRE.pdf>

1.2 This guidance states that SRE in school should help and support young people through their physical, emotional and moral development as part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

1.3 Section 78 (1) of the Education Act 2002 sets out that any school curriculum must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. The Act can be found at:

Source <http://www.legislation.gov.uk/ukpga/2002/32/part/6/crossheading/general-duties-in-respect-of-the-curriculum>

1.4 Further guidance has also been consulted in respect of SRE policy formulation from the Personal Social Health and Economic (PSHE) Education Association. SRE should be an integral part of the Personal Social Health and Economic Education strand of the curriculum. This guidance is available from:

Source <https://www.pshe-association.org.uk/uploads/media/27/7795.pdf>

2. Aim

2.1 The aim of this policy is to set out clearly and transparently the content and method of SRE delivery in the school.

3. Scope

3.1 The policy applies to governors, teachers, parents and pupils and has been the subject of consultation with all concerned parties. This policy is the statutory responsibility of the school's governing body.

4. What we teach

4.1 We teach children about:

- their physical development as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship
- the importance of family life
- moral and ethical questions
- relationship issues
- respecting the views of others
- sexual abuse and what they should do if they are worried or concerned over any matters regarding sex or sexuality.
- Internet Safety and Sexting. Pupils need to be taught how to keep themselves safe on the internet, what information they should share and who to go for help

5. How we teach

5.1 SRE is embedded in the school curriculum and is taught in different subjects as well as in dedicated PSHCE sessions. For example a child's understanding of their body's development may come through involvement in physical education and in science lessons.

5.2 Key Stage 1 children are taught how their bodies work and how animals move feed grow and reproduce. These themes are taught in greater depth when children enter and continue through Key Stage 2

5.3 Children are taught about relationships and are encouraged to question and discuss issues. They are taught about parts of the body and how they function and the changes brought about by puberty are also explained. For example menstruation in girls and vocal changes in boys are discussed and children are encouraged to seek support or information if and when they need it.

5.4 In Year 6 we place a particular emphasis on health education as many children may experience puberty at this age. As well as using our Smile Again Scheme objectives and other resources we also seek other suitable teaching materials so that the lessons are engaging and the teachers are equipped to answer questions.

5.5 By the end of key stage 2 children will have been taught how babies are born, the ways in which their bodies will change, what menstruation is and how it affects women.

5.6 These subjects are taught with due regard for the emotional development of the children.

6. Why we teach.

6.1 It is important that children from foundation through to year 6 are given the opportunity to explore a number of overarching concepts of which sex and relationship education is an important part.

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings, including the internet and mobile phones)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

Source: PSHE (2014) *Our PSHE Education Programme of Study (Key Stages 1 – 4)* Available from <https://www.pshe-association.org.uk/uploads/media/27/7944.pdf> accessed 24.06.2014

6.2 This exploration in turn allows them to acquire skills in managing their relationships with others, valuing and respecting others and engenders an enquiring mind.

6.3 Research into pupil, parent/carer and teacher and governor attitudes consistently reveals a desire to learn in pupils, and a desire for SRE to be part of the school curriculum on the part of parents, teachers and governors.

6.4 Research also demonstrates a need for parents / carers to understand what is taught in schools, ways in which they can support SRE teaching in school as well as the important role that parents and carers play in educating their children. The annex to this policy gives details of a number of organisations which parents can use to help them.

Source: Sex Education Forum (2011) *Parents and SRE: a Sex Education Forum Evidence Briefing* Available from http://www.ncb.org.uk/media/333401/parents_sre.pdf accessed 27.06.2014

6.5 Whilst there is evidence going to support the benefits of an effective SRE programme, parents and carers are entitled to withdraw their children from sex education elements of the programme. In any case all parents and carers are asked for their written consent to their child's participation in the programme. Those who do not want their child to participate should discuss this with the headteacher so that it is clear which elements they want their child to miss. The school will always comply with parent carer wishes in this regard.

7. Community outside of school

7.1 The school is able to draw on resources from the wider community such as the Health Service, Social Services and for spiritual and pastoral guidance from the Church.

8. Confidentiality

8.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However whilst the duty of confidentiality is an important one it is qualified. Should any pupil make reference to being involved in sexual activity then the matter must be dealt with in accordance with the school's child protection policy. This also applies to cases where there are reasonable grounds to suspect that children are subject to abuse or make accusations or give information which might give rise to reasonable grounds to suspect such abuse.

9. The role of the headteacher

9.1 The headteacher is responsible for ensuring that staff and parent / carers are aware of this policy and that it is implemented effectively.

9.2 In order to do this the headteacher must ensure that staff are adequately trained and resourced to deliver the syllabus.

9.3 The headteacher is also responsible for liaising with the wider community and any external agencies contributing to the syllabus and ensuring that they act in accordance with this policy.

9.4 The headteacher also monitors the effectiveness of this policy and its implementation and participates in its review.

10. The role of the Board of Governors

10.1 As explained above the Board of Governors has a statutory duty to compile this policy and together with the headteacher ensure it is implemented effectively.

10.2 The Board of Governors is also responsible for ensuring that the policy is reviewed at least annually.

11. Review

11.1 Compilation and review of this policy is delegated to the Curriculum, Learning and Communication Committee (CLAC) of the Governing Body.

11.2 The CLAC will give serious consideration to any comments about this policy or its implementation and make recommendations or changes to the policy and the way it is implemented if necessary.

Reviewed: February 2017

Next review: February 2019