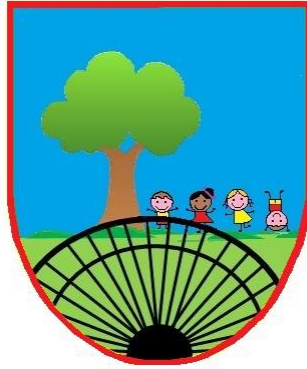


# Shilbottle Primary

Shilbottle Primary  
Fun, Respect & Friendship



## Sex and Relationships Education Policy

### Staff and Pupils

At Shilbottle Primary we value and respect everyone in our community and work as a team  
'Fun, Respect & Friendship – Every Child Matters to Us'

**Date approved:** 22 – 02 – 2018

**Review Period:** annually

**Date to be reviewed:** spring 2019

## Shilbottle Primary Sex and Relationships Education (SRE) Policy

### Policy Statement

Sex and Relationships Education [SRE] is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

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.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

*Other related policies and documents include:*

PSHE & Citizenship policy,  
Anti-Bullying Policy,  
Drug Education Policy  
Child Protection Policy.

### Recent changes from the government

The DfE 2017 gave this advice to schools:

***'All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their 3 current choice to teach age-appropriate sex education)'***

Source: <https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

### Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### Moral and Values Framework

The SRE programme at Shilbottle Primary reflects the school ethos and demonstrates and encourages the following values:

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

### Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs & Disabilities are given extra support from staff.

## **Content**

SRE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

It is good to have some SRE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

In the **Early Years** and **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 (such as their class teacher or teaching assistant).

### Age 3 – 6

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

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 wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

### Age 7 – 8

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

### Age 9 – 11

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Designated Safeguard Leads – Mr Parnaby, Miss Bowden or Miss Harrison.

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#### **Organisation**

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Shilbottle Primary the main content is delivered in PSHE lessons. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school [e.g. the school nurse] may be invited to contribute to the delivery of SRE in school.

#### **The Role of Visitors in regards to SRE**

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning. Shilbottle Primary believes in the importance of training for staff delivering SRE.

Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

#### **Specific Issues within SRE – Withdrawal**

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 in to see the Head teacher who will explore any concerns and discuss any impact that 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.

#### **Confidentiality**

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, she/he talks to the named child protection coordinator/DSL who may confer with the Head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

#### **Child Protection**

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

#### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

#### **Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually

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later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

### **Sexual Identity and Sexual Orientation**

Shilbottle Primary believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Dissemination**

SRE policy is shared with all staff and is available from the PSHE coordinator on request from parents.

### **Assessing and Monitoring**

The SRE policy is to be reviewed every 2 years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance.