Sex and Relationships Education (SRE) Policy

Policy last reviewed by the TLCF Committee: Summer 2017
Policy last ratified and adopted by Governing Body: Summer 2017
Sex and Relationships Education (SRE) Policy

Name of School: Colindale Primary School
Date of Policy: May 2017
Review Date: May 2018
Staff Responsible: PSHE Leader, Science Leader, Headteacher, Deputy Headteacher, SENCO, Child Protection Designated Officers

1. How the policy was formulated:

- A working party was formed in 2012 to review the original Sex and Relationships Education (SRE) policy. This working party included the Headteacher, Deputy Headteacher, PSHE Leader and Science Leader.
- The current teachings within SRE were audited and in 2012-13 parents of pupils in Years 5 and 6 were consulted.
- The policy was then updated by the working party using all the information gathered and considered by the staff and governors.
- Issues considered and discussed were:
  - The existing policy
  - Content of current teachings
  - Methodology, style and headings
  - Policies from other schools and the government.
- The policy has been reviewed and amended annually since 2013
- The Headteacher, Deputy Headteacher, PSHE Leader, Science leader and SENCO/Designated Safeguarding Officer, have reviewed and updated the previous policy to create this current one.

2. Rationale:

Reasons for the Policy

- It is a statutory requirement for the school to have a policy on SRE.
- Teaching some aspects of SRE is compulsory under the provisions of the National Curriculum.
- By providing a sensitive, unified approach to SRE in Colindale Primary School, pupils will be better equipped to deal with the pressures that face them in society.
- The governors support the H.M.I. statement on morality: “However it is dealt with, sex education should be presented in the context of family life, of loving relationships and of respect for others: in short, in a moral framework.” (Education (2) Act 1986 Section 46).

SRE should be taught for the following reasons:

- In a world where pupils receive information about sex and relationships from a variety of sources, many of which are inaccurate or ‘unhealthy’, primary school SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme.
- SRE is about helping pupils to develop and maintain successful relationships. It is about providing them with information that will support them with the process of puberty and help them to understand issues relating to sex and reproduction.
- Primary school SRE needs to happen at a time when many pupils start to experience puberty and show an increased awareness of matters relating to the body and sex.
- Primary school SRE is about demonstrating to pupils that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps pupils to feel more comfortable about communicating about these matters. This therefore will undoubtedly
increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services.

The SRE policy can also be linked to other policies:
- PSCH
- Child Protection
- Safeguarding
- Drug Education
- Teaching and Learning
- Special Educational Needs
- Equal Opportunities and Race Equality
- Intimate Care Policy
- Supporting Pupils with Medical Conditions

3. Aims:

The SRE Policy

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure, explicit and coherent framework within which staff and other professionals can work.

One aim of this policy is to provide a secure environment and atmosphere in which pupils can share experiences, learn and ask questions without feeling under any threat, uncomfortable or embarrassed. The policy also aims to involve and value the role of parents/carers in their children’s education.

Those who should read the policy are staff, parents/carers, governors and visitors to the school.

This policy is accessible on the school’s website www.colindale.barnet.sch.uk/ and a free copy is available on request from the school.

Parents/carers are also informed of their right to withdraw their child from SRE lessons.

The SRE Programme

The SRE programme aims to help and support pupils through their physical, emotional and moral development. A successful programme, firmly embedded in the PSCH and Science curriculums from Reception to Year 6, will help pupils learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. SRE will provide pupils with:
- An understanding and value of relationships
- The skills needed for successful relationships as friends, parents and as members of a family group
- A moral framework that will guide their decisions and behaviours
- Opportunities to understand and celebrate difference and diversity with a positive attitude
- A positive attitude towards their body and sexuality
- A discerning eye for the messages they receive from the media
- An understanding of their own bodies in relation to the ability to name parts of their body and to describe how their bodies work
- The confidence and know-how to seek help and advice
- Self-esteem, self-awareness and emotional health
• An awareness of the right they have over their own body
• An awareness of how they can safeguard their bodies, particularly children with special needs and/or disability (please refer to Child Protection Policy)
• Good communication skills – including assertiveness including children with alternative assistive ways of communicating e.g. signing, communication boards.
• Opportunities to develop talking, listening and thinking about feelings and relationships
• The skills and knowledge to make positive informed choices
• The ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else
• The ability to take responsibility for, and accept the consequences of, their own actions
• The knowledge to protect themselves to reduce the risks to their own health and the health of others
• The knowledge, skills, understanding and attitude to optimise their health
• Life skills that enable them to recognise, manage and avoid potentially dangerous situations
• The awareness of and support for the physical, mental, emotional and social changes that they are experiencing or are about to experience as they grow
• An understanding of human development and puberty by the time they leave for Secondary School

SRE will provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the pupils. It will include the development of communication and social skills and encourage the exploration and clarification of values and development of positive attitudes.

4. Moral and Values Framework:

Our primary school teaches SRE within the following moral and values framework which reflects the ethos of our school. It promotes:
• Self-respect and respect for others (body, mind and spirit)
• Empathy, mutual support and cooperation
• Honesty
• Responsibility for personal actions
• Responsibility for their friends, family, school and wider community.
• An awareness of the uniqueness of individuals
• Respect and acceptance towards others who may have different backgrounds, cultures and sexuality
• Respect for one’s own relationships and those of others.
• An awareness of not making assumptions about others
• The right of people to hold their own views (as long as these views do not impact negatively on the rights of others)
• The right not to be abused or taken advantage of by other people
• The right to accurate information about sex and relationship issues

5. Equal Opportunities Statement:

Our primary school is committed to the provision of SRE to all of its pupils and the differing needs of boys and girls. Equal time and provision is allocated to all pupils, but there may be occasions where pupils with special educational needs (SEN) are given extra support, maybe in particular areas, such as what is appropriate or inappropriate when touching our friends or what is the difference between intimate care and inappropriate touching. Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, sexual identity, religion, language, race, social background, culture, appearance, family set-up, social needs or ability. Members of staff implementing the programme are expected to give every
pupil the chance to experience, participate and achieve the understanding of sex and relationships education.

The planning and organising of teaching strategies are consistently reviewed to ensure that no pupil is disadvantaged. Teachers ensure that materials and teaching do not conflict with religious or cultural principles.

The policy, guidelines and scheme of work comply with our school’s inclusion and equal opportunities policies.

6. Implementation:

Content of SRE in the curriculum

The National Curriculum states:

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.5 All schools should make provision for personal, social, health and economic education (PSCHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The Legal Requirements of Sex Education Provision are found in the statutory Programmes of Study within National Curriculum Science at Key Stages 1 and 2.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PROGRAMME OF STUDY</th>
<th>STATUTORY GUIDANCE</th>
<th>NON-STATUTORY GUIDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals, including humans</td>
<td>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</td>
<td>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</td>
</tr>
<tr>
<td>2</td>
<td>Animals, including humans</td>
<td>Notice that animals, including humans, have offspring which grow into adults. Describe the</td>
<td>Be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They</td>
</tr>
</tbody>
</table>
importance for humans of hygiene. should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Science 153 Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

<table>
<thead>
<tr>
<th>3</th>
<th>Focuses on nutrition, skeleton and muscles</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Focuses on classification of living things, digestive system, teeth and food chains</td>
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<tr>
<td>5</td>
<td>Living things and their habitats</td>
</tr>
<tr>
<td></td>
<td>Animals, including humans</td>
</tr>
<tr>
<td>6</td>
<td>Evolution and inheritance</td>
</tr>
</tbody>
</table>
crosse crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

The provision of SRE is within the school’s PSHE and Citizenship frameworks. PSHE, Citizenship and SRE are all non-statutory in Key Stages 1 and 2.

### 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 can identify and be able to talk to someone they trust.

### 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.

The content was decided within SRE policy development working party meetings. Needs assessment, pupils’ prior knowledge, consultations with parents/carers during the previous academic year and guidance from both local and national levels were considered. The Young London Matters scheme of work is used as the basis of our school’s SRE programme:

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>FOUNDATION STAGE</th>
<th>KEY STAGE 1</th>
<th>KEY STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early Years</td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>Myself and others</td>
<td>Myself and others</td>
<td>Differences: boys and girls</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Family networks</td>
<td>Body parts and</td>
<td>Differences: male and</td>
<td>Challenging gender</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Understanding how to keep private body parts safe (NSPCC guidance PANTS)</th>
<th>Naming body parts</th>
<th>Differences: male and female</th>
<th>What is puberty?</th>
<th>Puberty and hygiene</th>
<th>Conception and pregnancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Naming body parts</td>
<td>Differences: male and female</td>
<td>What is puberty?</td>
<td>Puberty and hygiene</td>
<td>Conception and pregnancy</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Everyday needs caring for</td>
<td>Family differences</td>
<td>Thinking, feeling, doing – changing relationships</td>
<td>Menstruation and wet dreams</td>
<td>Being a parent</td>
</tr>
<tr>
<td>Choices</td>
<td>Looking after the body</td>
<td>Decision making</td>
<td>Assertiveness</td>
<td>Menstruation and education for girls</td>
<td></td>
</tr>
<tr>
<td>Choice</td>
<td>Safety Whole School (healthy and unhealthy relationships)</td>
<td>Your questions answered</td>
<td>Building good relationship s</td>
<td>Your questions answered</td>
<td></td>
</tr>
</tbody>
</table>

Include assessment opportunities in every lesson and at the end of each unit. See section 4 on assessment.

**Organisation**

SRE is embedded in both the PSCHÉ and Science curriculum and delivered through topic based work as part of lessons taught on a weekly basis. The issues of safety and abuse are built into the programme and embedded within the PSCHÉ curriculum throughout the school. These issues are covered each year in all year groups.

SRE is delivered predominately by the pupils’ class teachers. Lessons are delivered to mixed gender classes other than when it is deemed more appropriate for topics to be covered in single sex groups. Aspects such as being safe and raising self-esteem for example are covered in circle time activities. External agencies, including the school health advisor, nurse and the police also help to deliver SRE in school.

Occasionally appropriate, suitably-experienced and knowledgeable visitors from outside the school may be invited to contribute to the delivery of SRE in our school. Our school has a code of practice for using visitors to support the delivery of PSCHÉ:

- Visitors are invited into 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 into SRE lessons is part of a planned programme and negotiated and agreed with staff in advance.
• All visitors are supervised and 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.
• The school will continue to liaise with the local secondary schools to ensure that the programme for SRE is continuous at KS3.

Resources

Resources that are used reflect the consultation with parents/carers and following discussion amongst the SRE working party meetings. SRE resources are chosen carefully and checked for inclusivity, positive, healthy and unbiased messages, age and cultural appropriateness, promoting positive values, accuracy and being up-to-date. The timings of DVD programmes are made clear in lesson plans so only relevant parts are watched.

7. Assessment & Evaluation of Learning and Teaching:

SRE provision is monitored, assessed and evaluated at the end of each scheme of work delivered. Assessment of SRE delivered in the curriculum is conducted through the monitoring and observation of pupils’ learning with reference to knowledge and understanding gained, skills learnt and developed, attitudes and values explored and responses offered by pupils.

8. Specific Issues within SRE

Confidentiality

As a general rule, a pupil’s confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the pupil is at risk or in danger, the member of staff involved will confer with a member of staff responsible for child protection. The pupil concerned will be informed that the confidentiality will be breached and the reasons why and that the pupil will be supported by the teacher. Currently the staff responsible are Wendy Wayland (Interim Deputy Head Teacher) and Lindy Napthine (AHT/Inclusion). The school follows the LA policy and procedures for child protection, including sexual abuse.

SRE may bring about safeguarding issues and all staff are familiar with the procedures for reporting their concerns. In these cases, the school’s safeguarding children policy will be referred to.

Ground rules specific to SRE are established at the start of each scheme of work and referred to at the beginning of each lesson:

• Listen to each other
• Show respect by not laughing at, or putting people down
• Not asking personal questions
• Confidentiality – what is talked about in class stays within the class (pupils are encouraged to talk to their parents/carers but not to their peers or staff in the playground)
• The comment box will be anonymous
• If it is perceived that anyone is at risk from harm, another adult will need to be told and strategies will be developed to ease embarrassment if it occurs
Child Protection

There may be rare occasions when a teacher is directly approached by a pupil who is sexually active or contemplating sexual activity. This will be viewed as a child protection issue. In such cases the teacher should approach the designated member of staff for Child Protection who will follow the school’s Child Protection Policy.

We know that children with disabilities are more vulnerable to sexual abuse and aim to highlight and minimise this vulnerability by ensuring that children understand the rights they have over their body in particular when they are receiving intimate care.

Partnership with Parents

The school endeavours to maintain good links between the parents/carers. Prior to delivery of the SRE programme parents/carers are sent a letter informing them of the programme’s content including simplified lesson plans containing the learning objectives, activities and resources for each lesson. The letter also invites parents/carers to view the resources which are used. The meetings for parents/carers of pupils in Years 5 and 6 will be separate so the relevant programme and resources can be shared, viewed and discussed in relation to the specific year group. Resources appropriate to the scheme of work will be available on Fronter for parents/carers and pupils to view.

Parents of children with special educational needs and/or disabilities are able to speak to the Inclusion Leader about how to tailor the education to the needs of their particular child.

End of Key Stage statements for both PSCE and Science are also provided so parents/carers are made fully aware of what their child is expected to know and understand by the end of Key Stage 1 and Key Stage 2 in these subjects. Pupils are given a leaflet to take home (See free DfES leaflet ‘SRE and Parents’).

By law parents/carers have the right to withdraw their child from all or part of the sex and relationship education provided at school, except for those parts included in the statutory National Curriculum. Parents/carers are informed by letter of their right to withdraw their child from SRE lessons. Those parents/carers wishing to exercise this right must provide their reasons for withdrawal in writing and are invited to discuss their objections and concerns with the Headteacher, so as to reflect on the impact withdrawal may have on the pupil. Once a pupil has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home. Pupils that are withdrawn from the SRE programme are not left in class and are also not victimised. Withdrawn pupils are provided with work to complete whilst joining an adjacent year group’s class during SRE lessons. The school keeps a record of the pupils who are withdrawn from the programme.

Regarding safety, parents/carers will be informed of the importance to enable parental locks on internet search engines and websites in order to protect pupils from inappropriate text, images, videos and communication online.

Parents/carers are informed that they can have a copy of the school’s SRE policy on request from the school office. It is also available on the school website.

Answering Difficult Questions

We aim to create an atmosphere in which pupils feel comfortable to ask questions and receive answers appropriate to their level of understanding. Questions, if directly related to and are appropriate to the lessons’ objectives, will be answered in class as part of the lesson to clear any misconceptions which may be held by the pupils. Teachers are to use their professional judgement...
as to which questions they will answer during each lesson, depending on appropriateness and relevance to the learning objective.

Teachers may require support in answering questions that are better not dealt with in front of a whole class (DfES SRE Guidance, 2000). Therefore a question box is placed in each classroom to which pupils can anonymously ‘post’ written questions that they have regarding SRE. This box may also be used as a ‘buffer’ for teachers, if they feel they would like time to consider their answer to a specific question. Teachers are to inform pupils that their questions are answered at a later stage of the SRE programme. Questions which are unrelated to the objectives are passed to members of the school’s senior management team whom discuss if these questions are to be answered by the class teacher and what answer is to be given. Some questions may be seen inappropriate to be answered within the school environment and therefore be shredded. Pupils are encouraged to ask their parents/carers any question outside the planned programme. Pupils’ questions are collated and sent as a list to parents/carers explaining that these are the questions that pupils are asking within the SRE programme. Parents/carers are made aware of the questions that their children want to know the answers to.

The final session of the programme is dedicated to answering questions which have not been relevant to the lesson objectives and have been consulted with members of the senior management team who support the teachers on how to answer these questions. Parents/carers are able to withdraw their child from this session and these pupils are provided with work to complete in an adjacent year group’s class.

Teachers must make it clear, through ground rules, that personal questions are not to be asked. The SRE working party must be prepared to modify the programme if a certain question recurs (perhaps because of media coverage).

**Dealing with Sensitive Issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned. The following are protocols for discussion based lessons with pupils (‘Ground Rules’):

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is the parent/carer
  - They will be covering that at a later stage in SRE

Our school 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. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

It is important that all staff delivering the SRE programme use vocabulary that is considered acceptable and appropriate for use in SRE lessons. The list of vocabulary is agreed by the working party. Staff will teach pupils to use the correct terms for all body parts as this is deemed good practice and will explain to pupils that ‘slang’ words will not be used as they are not deemed scientifically correct and that some are offensive.
All members of staff and pupils must show respect for themselves and others regarding SRE and training for staff must emphasise the importance of sensitivity towards the subject. Personal judgements, views and opinions about SRE are not allowed to be raised in school. The programme remains to the point.

In this school, where there are diverse ethnic backgrounds, it is hoped that any concerns felt because of a pupil’s religious or cultural background can be discussed. Similarly, adults answering questions would be sensitive to a pupil’s cultural background.

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 opinion.

**Preparation for Puberty**

Lessons regarding puberty commence in Year 5 and are also to be delivered in Year 6. The timing of the programme is specific to the individual needs of the pupils.

**Support for Boys and Girls**

For some lessons pupils are split into single gender groups. This includes support for girls regarding menstruation and support for boys regarding wet dreams.

9. **Dissemination:**

All staff members and governors receive a copy of the SRE policy and this is available to parents/carers on request from the school office and via the school website.

Appropriate training on the policy content is delivered to staff to enable them to deliver effective SRE.

The PSCHÆ and Science Leaders will facilitate the gathering of SRE policy and programme feedback from parents/carers, staff and pupils every two years. This will be carried out in the summer term of 2017 in order to inform the development of SRE for the academic year 2017-18.