

# SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Federation of Heavers Farm and Selsdon Primary Schools (“The Federation”) February 2018

## Introduction

Heavers Farm Primary School is larger than average primary school with, 719 pupils on roll age 4 - 11 years in 2016/17. The proportion of pupils eligible for free schools is significantly higher than average at 40.0%. The deprivation index for our pupils is higher than national. The percentage of pupils from Black and Asian minority ethnic groups is 88%. The number of pupils who speak English as an additional language is higher than national at 28%. The percentage of children with an SEN EHCP is in line with national at 1.3% and the percentage of children with SEN support is significantly less than national at 6.3%

Selsdon Primary school is also larger than average with, 582 pupils on roll age 4 - 11 years in 2016/17. The proportion of pupils eligible for free school meals is higher than average at 31%. The deprivation index for Selsdon pupils is in line with national. The percentage of pupils from Black and Asian minority ethnic groups is 52%. The number of pupils who speak English as an additional language is higher than national at 24%. The percentage of children with an SEN EHCP is just higher than national at 1.5% and the percentage of children with SEN support is significantly less than national at 6.2%

At the Federation, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

## Ethos and Values

SRE will be taught in the context of relationships. In addition SRE, will promote self-esteem and emotional health and well-being and help form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to SRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

## Definition

According to the Sex and Relationship Education Guidance (DfE 0116/2000), SRE is

*‘Life long learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.’*

The Government's Education White Paper, The Importance of Teaching, published in November 2010, stated:

*Children need high-quality sex and relationships education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy<sup>1</sup>.*

## Aim

The school's SRE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During SRE children will 'develop personal and social skills and a positive attitude to growing up'.

The documents we have considered when drafting this policy are listed below:

- Education White Paper, The Importance of Teaching, published (November 2010).
- Sex and Relationship Education Guidance (DfE 0116/2000).
- SRE for the 21<sup>st</sup> Century (supplementary advice to DfE 0116/2000).
- Not yet good enough: personal, social, health and economic education in schools (2012).
- SRE in schools briefing paper (Number 6103, 20 May 2015).
- Sexual Health Improvement Framework (2013)

## Objectives

The school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships **for 3-7 year olds** will focus on the building of self-esteem and confidence by encouraging learners to:

- Myself and Others
- Hygiene
- Family Networks
- Friendships
- Everybody needs caring for
- Choices

SRE will teach **7-11 year olds** to understand:

- Self Esteem
- Differences
- The range of their own and others' feelings and emotions,
- The importance of personal safety and what to do or to whom to go when feeling unsafe,
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media,

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<sup>1</sup> DfE, The Importance of Teaching, November 2010, Pp. 46

- To be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

## Implementation

Sex and Relationship Education is delivered through science, PSHE and literacy activities. A planned and co-ordinated approach to each subject can provide an appropriate framework for SRE to take place providing pupils with a consistent message. SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Sex and relationship education is usually delivered in mixed gender, however, there may be occasions where single gender groups are more appropriate and relevant. Prior to the children in Years 5 and 6 commencing their SRE lessons, we will give them the opportunity to say what they would like to learn about. To the extent that these responses can be incorporated into the lessons, they will be.

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

### Key Stage 1

- Notice that animals, including humans, have offspring, which grow into adults.

### Key Stage 2

- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In *addition* to the statutory lessons contained in the science curriculum, we will also teach children about the following topics:

- **EYFS/KS1** - The differences between boys and girls. Naming body parts. Friends and family. What areas of the body are private and should not be touched. Discuss who they can talk to if they are worried.
- **Year 3 and 4** - The emotional and physical changes of growing up. Naming body parts. Similarities and differences between one another other. Coping with emotions and how to look after our bodies in order to be safe and healthy.
- **Year 5 and 6** - The way humans are conceived and grow, and why families are important. The physical and emotional changes that happen in puberty. Consideration of changing body image and gender stereotyping and being aware of various types of partnerships and relationships. Keeping safe (including discussion of harmful practices such as FGM).

Following consultation with parents and carers we would like to explain our approach to teaching about female genital mutilation (FGM). When we discuss FGM we will ensure that all lessons are age appropriate. The lesson plans have been taken from the PSHE Association and will be delivered to Year 6 boys and girls but in separate sessions.

The lesson on FGM will not be taught as a stand alone lesson without first preparing the children that the lesson is about keeping themselves and their bodies safe. Part of this is not allowing anyone to touch the parts of their body which are private (with the exception of a doctor). Children will also have the opportunity to have a good understanding of body parts, puberty changes, appropriate and inappropriate touch and positive relationships. Reference will be made to the NSPCC PANTS (**P**rivates are private, **A**lways remember your body belongs to you, **N**o means no, **T**alk about secrets that upset you, **S**peak up, someone can help) campaign which the children will already be aware of. It will be explained that FGM means changing or removing part of the female genitalia by cutting them and that this practice is harmful and illegal in this country. It will also be explained that FGM is something that happens to some girls in some cultures and that it is important that they remember the PANTS campaign. We will refer children to both Childline, and to adults in school that children can talk to should they wish to.

It is important to note that we will reinforce that FGM is not universally practiced, to avoid children thinking it can happen to anyone. Those delivering the lesson will take a measured, factual approach and avoid alarmist or stigmatising language. Our primary objectives are to make sure that children have a space in which to discuss issues that concern them and to ensure that they have enough information to keep themselves and others safe.

We will also discuss the fact that families come in many forms and that, while marriage is indeed a great institution, there are many different relationships that can provide love and support. Respecting people's choices of lifestyle is both an important value to us as a Federation and an important British Value. We will also be dealing with safety within relationships.

If children have social and/or emotional needs, these will be taken into consideration when planning the delivery of SRE provision and provide support provided for them.

## **Extending SRE Provision**

The results of our consultation with parents and carers, indicated that the majority of the respondents were keen to extend this topic outside of the classroom. Many parents were interested in having this as a homework topic, some were keen to be provided with resources to discuss at home and others also were keen on parent workshops.

Conversely, some felt workshops would be unnecessary and one of the reasons that was mentioned against holding parent workshops was the fear that these workshops may be 'hi-jacked' by parents with a particular anti-SRE agenda. As a result, we will incorporate some SRE into homework but will not be holding parent workshops.

## **Dealing with difficult topics / questions**

We will separate the children into boys and girls for certain lessons from the upper key stage two SRE curriculum. Further, where the content of those lessons are particularly gender specific, and may give rise to a series of questions, we ensure that a female teacher delivers the lesson to girls and a male teacher to the boys.

All teachers are aware of the ground rules, which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **'Silly questions'** Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

## **Parental Consultation**

We consulted the parents and carers of both schools on the contents of this policy during January and February 2016. This policy reflects the views of the vast majority of our parents. We will consult parents and carers if we are going to amend the policy in the future.

The Sex and Relationship Education policy is shared on each school blog. The school will inform parents when aspects of the sex and relationship programme are taught and they will be given an outline of the lessons in advance.

Under section 405 of the Education Act 1996, parents have the right to withdraw their children from those aspects of sex and relationship education, *not* included in the Science National Curriculum. However, this rarely happens as, by our working in partnership with parents and carers, and providing them with information about timings and content of our SRE lessons, they recognise the importance of this aspect of their child's education.

## **Monitoring of SRE**

We will monitor the teaching of SRE by observations of lessons and feedback from the pupils following lessons.

## **Keeping Parents and Carers Informed**

We will give parents and carers notice prior to SRE lessons being delivered in order to allow them time to speak with the class teachers about the details of the lessons. In addition, we will make available a range of suggested resources in order to ensure that parents are able to discuss these matters with their children at home should they wish to do so.

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## **Safeguarding / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

- The staff member will inform the Head of School/Designated Child Protection officer in line with our child protection procedures.
- A member of staff cannot promise confidentiality if concerns exist.

## **Policy Review**

This policy was reviewed and agreed by governors in March 2018. The policy will be reviewed as necessary.