

## Appleton Roebuck Primary School

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### Sex and Relationships Education Policy

July 2016

<b>Reference to legislation and schools responsibilities</b>	Policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000 <a href="https://www.gov.uk/government/publications/sex-and-relationship-education">https://www.gov.uk/government/publications/sex-and-relationship-education</a> Further supplementary guidance has been produced 'Sex and Relationships Education for the 21 <sup>st</sup> Century' (March 2014); <a href="http://www.brook.org.uk/index.php/information/sre-supplementary-advice">http://www.brook.org.uk/index.php/information/sre-supplementary-advice</a>
<b>Consultation</b>	The policy was drafted by the SRE co-ordinator (July 2016) following NYCC policy guidance. It was put out to consultation with governors and staff, discussed and re-drafted with a sample of parents. The effectiveness of the policy and curriculum will be evaluated by a small sample of Y6 pupils annually as an appendix to the exit survey.  Parents/carers will be able to access the policy via the policy section of the school website
<b>Reference to related school policies</b>	This policy links to: <ul style="list-style-type: none"> <li>• Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (<a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>)</li> <li>• Science curriculum planning</li> <li>• PSHE policy</li> <li>• E-safety policy / ICT</li> <li>• Inclusion policy</li> <li>• Teaching and Learning</li> <li>• Science</li> </ul>
<b>The definition for SRE</b>	According to the Sex and Relationship Education Guidance (DfE 0116/2000) SRE is <i>'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.'</i>
<b>The schools statement of values and ethos</b>	<p><b>Ethos and Values</b></p> <p>Sex and relationship education (SRE) reflects the values of our PSHE and Citizenship curriculum - Jigsaw. SRE is taught in the context of relationships. In addition SRE promotes self-esteem and emotional health and well-being and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.</p> <p>At Appleton Roebuck, 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.</p>
<b>What will be the aims, objectives</b>	Each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding

<p><b>and outcomes of SRE?</b></p>	<p>of their own physical and emotional development. Children need to explore attitudes and values about relationships, emotions, self-esteem and personal safety. They 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'</p> <p>This is not a task for the school in isolation, and we want to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education each year and given opportunities to know what will be delivered.</p>
<p><b>Statement of responsibilities of all stakeholders</b></p> <p><b>Parents/carers right to withdraw</b></p>	<p>The <b>governing body</b> will:</p> <ul style="list-style-type: none"> <li>• decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised;</li> <li>• seek the advice of the Head Teacher on this policy, keep it up to date, and make it available to parents; and</li> <li>• ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of <b>committed relationships</b>.</li> </ul> <p>The <b>Head Teacher</b> will ensure that:</p> <ul style="list-style-type: none"> <li>• the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school;</li> <li>• sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage or committed relationships;</li> <li>• pupils are protected from inappropriate teaching materials</li> <li>• a scheme of work is agreed by the governors in consultation with the subject leader and implemented; and</li> <li>• parents are informed about the programme for sex education each year</li> </ul> <p><b>Staff who teach Sex and Relationships Education (SRE) are expected to:</b></p> <ul style="list-style-type: none"> <li>• provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life;</li> <li>• participate in training to provide sex education in line with the school policy;</li> <li>• implement the agreed "Jigsaw" scheme of work;</li> <li>• draw to the attention of the Head Teacher any materials which they consider to be inappropriate; and</li> <li>• respond appropriately to those pupils whose parents wish them to be withdrawn from sex education</li> </ul> <p><b>Parents and carers</b> have the right to withdraw their child from some, or all, SRE lessons but not from statutory science lessons.</p> <p>The Sex and Relationship Education policy is shared on the school website and full details are available on request. The school will inform parents when aspects of the sex and relationship programme are taught and <u>parents will be given an outline of the lessons in advance so they are able to make an informed decision.</u></p> <p>Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum. However by working in partnership with parents we aim to avoid this wherever possible.</p>

	<p><i>'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.'</i> Education Act 1996 (Section 405)</p>
<p><b>Delivery of SRE and the curriculum</b></p>	<p>Sex and Relationship Education is delivered through Jigsaw scheme of work. A planned and co-ordinated approach can provide an appropriate framework for SRE to take place providing pupils with a consistent message.</p> <p>SRE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse. A range of teaching methods includes the use of video, discussion, looking at case studies, drama and role-play. The school uses the 'Busy bodies' online resources.</p> <p>Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant</p> <p>Education about relationships <b>for 3-7 year olds</b> will focus on the building of self-esteem and confidence by encouraging learners to:</p> <ul style="list-style-type: none"> <li>• respect, value and care for themselves and others;</li> <li>• value recognise and communicate their feelings;</li> <li>• form friendships and relationships; and</li> <li>• respect boundaries - their own and other peoples.</li> </ul> <p><b>Within the National Curriculum for Science, pupils should be taught:</b></p> <p><b>At EYFS:</b></p> <p style="padding-left: 20px;">Health and Bodily Awareness</p> <p><b>At Key Stage 1 (age 5-7)</b></p> <ul style="list-style-type: none"> <li>• Animals, including humans, move, feed, grow, use their senses and reproduce.</li> <li>• Children should name and recognise the main external parts of the human body.</li> <li>• That humans can produce offspring and these grow into adults.</li> <li>• Children should recognise similarities and differences between themselves and other pupils.</li> </ul> <p>SRE will teach <b>7-11 year olds</b> to understand:</p> <ul style="list-style-type: none"> <li>• the range of their own and others' feelings and emotions,</li> <li>• the importance of personal safety and what to do or to whom to go when feeling unsafe,</li> <li>• to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media,</li> <li>• to be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.</li> </ul> <p><b>At Key Stage 2 (age 7-11)</b></p> <ul style="list-style-type: none"> <li>• That the life processes common to humans and other animals include nutrition, growth and reproduction.</li> </ul>

	<ul style="list-style-type: none"> <li>• The main stages of the human life cycle, including puberty.</li> </ul> <p><b>Menstruation /Puberty</b></p> <p>Appleton Roebuck has followed NYCC advice on teaching methodologies and resources. Governors have seen the resources and approved their use.</p>
<p><b>Procedures for assessment, monitoring, evaluating and reviewing</b></p>	<p>The Head Teacher or SRE co-ordinator will regularly provide a report to the Teaching and Learning Committee on the implementation of the scheme of work, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.</p> <ul style="list-style-type: none"> <li>• Pupil's learning in SRE will be assessed via small focus group and/or Y6 exit survey</li> <li>• The school notes the findings from the 'Growing up In North Yorkshire' bi-annual survey and these are reflected annually in the curriculum</li> <li>• Staff training needs will be assessed via our induction survey and performance management meetings.</li> <li>• Resources will be reviewed and renewed according to authority advice via PSHE network meetings.</li> </ul>
<p><b>Confidentiality and Safeguarding issues are addressed</b></p>	<p><b>Dealing with difficult topics/questions</b></p> <p>All teachers are aware of the ground rules that 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.</p> <ul style="list-style-type: none"> <li>• <b>'Silly questions'</b> 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.</li> <li>• <b>'Concerning questions'</b> These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.</li> <li>• <b>'Genuine questions'</b> 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.</li> </ul> <p><b>Safeguarding / Confidentiality</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• The staff member will inform the Head Teacher /Designated Child Protection (DCP) person in line with the NYCC procedures for child protection.</li> <li>• A member of staff cannot promise confidentiality if concerns exist.</li> </ul> <p>The school endeavours to ensure that all staff are up-to-date with their child protection training.</p>

<b>Pupils are advised where to get confidential advice</b>	<ul style="list-style-type: none"> <li>• Pupils are informed of where to access age-appropriate help inside and outside school.</li> <li>• The school is aware of local support services to ensure they provide up-to-date information to the pupils.</li> </ul>
<b>Other aspects for schools to consider</b>	<ul style="list-style-type: none"> <li>• The school celebrates different families and the taught curriculum makes reference to lesbian, gay and bisexual issues and transphobic and homophobic language/bullying is tackled</li> <li>• Staff are made aware of the <i>Sexual Offences Act</i> and their safeguarding duties.</li> <li>• Staff are made aware of sexting, pornography, child sexual exploitation, sexualised behaviour, forced marriage and female genital mutilation. The procedure in the first instance is to discuss with the DCP person.</li> </ul>

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