

GRAFTON PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

CONTENTS:

Introduction	1
Aims of SRE	2
SRE Programme of Study	3
<i>Overview of the SRE curriculum</i>	3
<i>Establishing a safe learning environment</i>	4
<i>Responding to questions</i>	5
<i>Assessment and evaluation</i>	5
Equal Opportunities and Inclusion	6
Parental Involvement	6
Role of the headteacher	7
Confidentiality	7
Monitoring and Review	8

Introduction

At Grafton we believe that Sex and Relationship Education (SRE) provides a vital role in preparing our pupils for the experiences and responsibilities of growing up. In order to support our children in their physical, moral and emotional development, we must ensure that they develop a sound understanding of their bodies and their relationships.

This Sex and Relationship Education Policy explains the aims of Sex and Relationship Education (SRE), within the PSHE and Citizenship curriculum. It outlines our SRE programme of study, including the teaching approaches we use.

This policy helps ensure that the whole school community, including parents, staff, governors and pupils, have a shared understanding of this important area of the curriculum.

In developing this policy we have considered our legal responsibilities, the needs of our pupils and the curriculum, and we have consulted staff, pupils, governors and parents/carers.

This policy should be read in conjunction with the following policies: Child Protection and Safeguarding.

Aims of Sex and Relationship Education

Our SRE programme aims to equip all pupils with accurate, unbiased knowledge about sex and relationships. It will provide pupils with the opportunity to develop and practise personal and social skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore their own and other people's attitudes and values, to help pupils develop their own, individual moral framework.

Our SRE programme aims to support our pupils to:

- Develop a good knowledge of their bodies and understand the process of human reproduction;
- Be prepared for the physical and emotional changes of puberty;
- Enhance interpersonal and communication skills, to support them in developing loving, caring relationships based on mutual respect;
- Develop decision making and assertiveness skills to cope with the influences of their peers and the media;
- Express how they feel and develop an awareness of the feelings of others;
- Respect and care for their bodies;
- Respect the views, backgrounds, cultures and experiences of others;
- Develop positive values and a moral framework that will guide their decisions and behaviour;
- Foster positive self-images and feel valued as part of the school and wider community;
- Discuss sex and relationship related issues and be able to seek support if necessary.

5RE Programme of Study

We believe that effective SRE teaching should be integrated across the curriculum, but it is also important to deliver some identified SRE lessons to pupils in the context of learning about themselves and their relationships.

In addition to the statutory requirements of the science curriculum, we have a comprehensive and relevant SRE programme of study within our PSHE and Citizenship curriculum. This allows our pupils to apply the biological knowledge and understanding of their bodies to their personal and social development, preparing them for puberty. It ensures that pupils develop the confidence to talk about different feelings and relationships, and ask for help or support from adults they trust.

Overview of the SRE curriculum

The SRE programme of study is delivered by class teachers in years 2, 4, 5 and 6 or another member of staff, as directed by the headteacher. Visitors and workshops, such as the school nurse and theatre groups, may also contribute to the 5RE programme, as appropriate.

The children are provided with an opportunity for separate and joint discussions of the issues in 5RE so that each gender can be treated more sensitively and specifically, as well as learning from one another when they are brought together.

Year Group	SRE Topics
Year 2	<ul style="list-style-type: none">• Girls and boys can...• What is male and female?• Labelling male and female bodies• Human life cycle• Everybody needs caring for• Special and different families.
Year 4	<ul style="list-style-type: none">• Growing and changing• Changing body parts• Changing the way we keep clean
Year 5	<ul style="list-style-type: none">• Puberty- How our bodies change

	<ul style="list-style-type: none"> • Understanding menstruation and wet dreams • Changing feelings and changing lives • Feeling, thinking and doing- changing relationships
Year 6	<ul style="list-style-type: none"> • What's all this about puberty? • Becoming men and women • Building good relationships • Sexual relationships • Conception and pregnancy • Being a parent

At Grafton we do not teach about contraception, abortion or sexually transmitted infections (STIs), however, if a pupil asks a question during the Year 6 programme the teacher will use the follow explanations.

Area of SRE	Explanation
Contraception	This is a way of preventing a woman from getting pregnant during intercourse. Some contraceptives stop the sperm and <i>egg</i> from meeting and joining together.
Abortion	This is when a woman chooses to stop her pregnancy. Women have abortions when they are not able or do not want to carry on with their pregnancy. People hold different beliefs about abortion.
Sexually Transmitted Infections (STIs), including HIV/AIDS	Viruses and infections can be spread during intercourse. Safe routines can prevent his from happening.

Establishing a safe learning environment

It is important to create a safe environment for children to discuss their ideas and concerns, and before commencing any 5RE lesson 'ground rules' must be established. The children should be involved in framing these rules and the reasons for these rules should be clearly explained and discussed with the class.

Depending on the age and appropriateness of the pupils, the use of language should also form part of the ground rules. Family or street language can be vague or ambiguous, with varying interpretations from person to person, and it

is therefore important to get to a position where the staff and pupils are using the correct terminology in the classroom when discussing issues in SRE.

Responding to questions

A 'question box' should be provided at the end of each programme of work to enable pupils to ask confidential questions. Pupils may also ask questions during 5RE lessons. Teachers will need to consider the age and maturity of the pupils when answering questions and how the questions relate to the intended learning for that class.

There are a number of options on how to respond to a question:

- *Answer* to the whole class, if it is age appropriate and relates to the learning intentions for that class;
- Answer to an individual child following the lesson;
- Affirm the question but let the child know that it goes beyond the learning outcomes for that lesson and they will learn more about it later;
- Refer the question to be answered at home;
- Explain that you do not know the answer, or are not sure how to answer the question, and tell the pupils you will return to it another time.

Teachers will need to ensure that children are aware that, while most issues can be kept confidential, their teacher may need to pass on some information if they consider the child to be at risk.

Evaluation and Assessment

Assessment is an integral part of teaching 5RE and enables teachers to measure what pupils have learnt and decide what to teach next. The SRE programme is evaluated by both teachers and pupils, to ensure it meets the changing needs of the young people and reflects the views and values of the school community. Teachers should follow the guidance in the PSHE Education and Citizenship Policy.

Equal Opportunities and Inclusion

Our 5RE programme has been developed to take into account the diversity of the school population and to meet the needs of the pupils. As part of our programme, children should explore their own and other people's attitudes towards sex and relationships, including challenging stereotypes.

Teachers have the responsibility is to minimise any obstacles to effective learning and plan for all children to participate in the curriculum and achieve the best that they can. The teaching materials we use are regularly reviewed with staff and parents or carers to ensure their suitability.

Parental Involvement

We believe that parents and carers have an especially important role to play in 5RE and acknowledge that they need to feel confident that Grafton's SRE programme complements and supports this role. To enable this, an information session for parents is held prior to delivery of the 5RE programme. This provides an opportunity for parents to ask questions and discuss any concerns with the class teacher. The teaching resources and learning intentions for the programme of work are also be made available.

Parents and carers have the right to withdraw their children from all or part of a school's SRE programme, except those parts covered by the statutory national curriculum in science. Parents who have concerns about SRE are encouraged to talk to the class teacher and PSHE coordinator to discuss the programme in detail.

If after reviewing the 5RE materials, a parent or carer wishes to withdraw their children from the SRE programme they should contact the class teacher in personal or in writing to inform them of their decision.

Any child withdrawn from the programme must continue to attend school. They will be provided with work (which is not related to the SRE programme) to be completed in an alternative class.

Roles and Responsibilities

Headteacher

The headteacher ensures that both the staff and parents are informed about the SRE policy and monitors the 5RE policy, reporting to governors, when requested, on the effectiveness of the policy.

The headteacher also ensures that members of staff are given sufficient training, through school based and centrally provided INSET, so that they can deliver the SRE programme effectively, and handle any difficult issues with sensitivity.

Governors

School governors have an overall responsibility for determining policy on both the content and organisation of 5RE within the school.

PSHE Coordinator

The PSHE co-ordinator has responsibility for ensuring SRE is taking place within the PSHE curriculum and must evaluate and review the school's SRE programme as necessary. The PSHE coordinator should also be available to support staff with teaching resources or specific concerns related to SRE.

Class teacher

Class teachers in years 2, 4 and 6 have responsibility for ensuring that they follow the 5RE programme of study as part of our PSHE and Citizenship curriculum.

Confidentiality

Pupils at the school need to feel able to talk in confidence to a member of staff about their feelings and relationships, without the fear of being judged or blamed. However, teachers cannot offer or guarantee absolute confidentiality and this must be made clear to the child.

The welfare of the child will always be central to our policy and practice and if the teacher believes that a child is at risk or in danger they should talk to the headteacher as the Child Protection Officer. The teacher should follow guidelines set out in the Child Protection and Safeguarding Policy.

Monitoring and Review

The content of this policy will be reviewed annually to take into account changing needs of the pupils, parent and staff feedback and in the light of any incidents that may occur related to SRE. This policy will be monitored by the school's governing body.