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**The Federation of Skelton Newby Hall and Sharow CE Primary Schools
Policy for Sex and Relationships Education (SRE)**

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- PSHCE policy
- Inclusion Policy
- Teaching and Learning policy
- Assessment policy
- Science curriculum
- Single Equality Scheme

We promise to flourish together.

We achieve this through our school values

- The value of Community develops a regard for family life, friends and the wider community
- Courage allows us to take responsibility for choices and actions
- Creativity, means that we can appreciate differences
- The value of Forgiveness develops empathy to enable all pupils to treat others with fairness and respect
- Joy brings an awareness, understanding and respect for self, including self-confidence and self-esteem
- Love fosters an awareness and respect for others and their views
- Respect prompts the development of relationships based on mutual understanding and trust



Definition and objectives for SRE

The objective of SRE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

Objectives

SRE involves some key elements:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality, emotions and sexual health

Delivery of SRE and the Curriculum

The SRE programme is firmly embedded within the school's framework for PSHCE and the National Curriculum for Science.

- The SRE curriculum is delivered throughout the curriculum e.g. through Science, PSHE lessons, cross-curricular etc
- Class teachers deliver the SRE programme and receive CPD updates, support and guidance from the SRE curriculum lead
- The content of the SRE curriculum can be found on the website within the PSHE curriculum area of 'Me and my relationships'.
- Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation) through knowledge of pupils and differentiation of teaching

* See appendix 2 for the Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework.

Research indicates the following aspects ensure the delivery of good quality SRE (key sources are the Sex Education Forum and Family Planning Association):

- Structured learning opportunities with consistent messages that are built on year by year
- Age and culturally appropriate SRE which starts in primary school
- Pupils involved in identifying their needs for their SRE curriculum
- Being provided within a learning environment that is safe
- Support for pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Supporting pupils to develop skills in communication, refusal and negotiation
- A range of sexualities are incorporated into an inclusive SRE curriculum
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16



- Good quality SRE has a protective function as young people who rated their SRE as good were more likely to choose to have first sex later, and are more likely to use condoms and contraception if they do have sex
- Young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem
- SRE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues
- Stand alone days and special weeks may not provide the best platform for rigorous learning. Ofsted Personal Social Health and Economic education on schools July 2010 stated that “Schools that taught PSHE solely across the curriculum, through religious education or other subjects, ‘suspended timetable’ days or tutor groups usually allocated too little time to teaching PSHE education discretely. The result tended to be fragmented learning, too much variation in the quality of teaching, and a lack of clear learning objectives, outcomes and assessment”.

Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of SRE should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum lead will be responsible for monitoring the provision of SRE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governing Body. The PSHCE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs



Child Protection and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Roles and Responsibilities

The PSHCE Co-ordinator

The school has a co-ordinator for PSHCE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform SRE provision
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two year cycle or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:



- Liaise with the PSHCE Co-ordinator
- Keep the governing body fully informed of provision, issues and progress in SRE
- Act upon any concerns which may arise from pupil disclosure during SRE sessions.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from SRE lessons

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons.

Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHCE Co-ordinator who will explore their concerns.

If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in Education form (see Appendix three) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a Criminal Records Bureau check.



Additional guidance to inform a school's SRE policy

Diversity

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (SRE). Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for SRE.

Lesbian, Gay and Bisexual (LGB)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. Provide pupils with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships and partners ensure reference and resources are used that relate to LGB people.



Appendix 1

Letter to parents

Dear Parent / Carer

As a school we are committed to providing all pupils with a planned Personal, Social, Health, Education (PSHE) programme to enable them to acquire the knowledge, understanding, skills and strategies they need to develop an understanding of themselves, empathy and the ability to work with others to help pupils form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. A full outline of our PSHE curriculum is published on our school website (insert link)

The Government have made Relationships Education and Health Education statutory for all schools from September 2020 but they are encouraging all schools to adopt the new learning outcomes as early as possible so we have already integrating the statutory requirements into our planned PSHE curriculum and other supporting curriculum opportunities.

The Government have produced some information leaflets for parents to explain what the new curriculum consists of and is trying to achieve. These can be accessed at <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-forschools>

As part of the schools planned programme we teach pupils about, 'Me and My Relationships' which covers aspects of Relationships Education and Relationships and Sex Education. The aim is to ensure pupils learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe both on and offline.

Key aspects of this curriculum area also included:

- Year 1 being taught the names for different body parts which include the names for external genitalia.
- Year 1 / 2 / 3's are taught about what physical contact is acceptable or unacceptable. This is vital to support the work we do in keeping all pupils safe. Pupils need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no both on and offline (consent), and that they should tell an adult if they're upset or worried. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. You can find out more at <http://www.nspcc.org.uk/>
- In Year 4 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line . This learning continues in Year 5 and 6
- In Year 5 pupils learn about all the external and internal genitalia and the ways in which children grow and develop in puberty both physically and emotionally.
- In Year 6 pupils further develop their understanding of the physical and emotional changes they go through at puberty and about human reproduction. We use the busy bodies resource to teach pupils about puberty at Year 5 / 6 https://www.healthpromotion.ie/health/inner/busy_bodies
- Throughout all year groups pupils learn about, 'Different Families' which does include lesbian, gay and bisexual couples and there is also work on gender identity which includes information about trans children and young people.



Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to pupils development supporting them to develop healthy relationships, keep themselves safe and having factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow into hopefully happy, confident and responsible teenagers.

Parents and carers also play a vital role in talking to your child(ren) about this important part of growing up and keeping themselves safe. To help you understand the type of questions children of different ages may ask and how to best respond to them further information can be obtained from the family planning association website – parent/carers section at <https://www.fpa.org.uk/helpmums-dads-and-carers>

Some aspects of this curriculum are delivered through the National Curriculum Science and some through the PSHE curriculum. Until September 2020, Parents / carers do have the right to withdraw your child(ren) from the relationships education curriculum but we would ask that you contact the school to further discuss any questions you may have. From September 2020 parents will be unable to withdraw children from the Relationships Education and Health Education. As a school we have decided to teach sex education in Year 6 which parents will still be able to withdraw their children from.

If you would like to see the school's Relationships and Sex education policy, any of the teaching resources or have any further questions about this aspect of the curriculum please can you contact Jacqui Palmer.



Appendix 2 - Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework

Key Stage 1 – Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:

Life processes

That animals, including humans, move, feed, grow, use their senses and reproduce

Humans and other animals

To recognize and compare the main external parts of the bodies of humans and other animals

That humans and other animals can produce offspring and that these offspring grow into adults

PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing a healthy, safer lifestyle

About the process of growing from young to old and how people's needs change

The names of the main parts of the body

Rules for, and ways of, keeping safe...and about people who can help them to stay safe

Developing good relationships and respecting the differences between people

To recognise how their behaviour affects other people

To listen to other people, and play and work cooperatively

To identify and respect the differences and similarities between people

That families and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying



Key Stage 2 – Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:

Life processes

That the life processes common to humans and other animals include nutrition, movement, growth and reproduction

Humans and other animals

About the main stages of the human lifecycle

PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing confidence and responsibility and making the most of their abilities

To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Developing a healthy, safer lifestyle

About how the body changes as they approach puberty

To recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view

To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

To recognise and challenge stereotypes

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Where individuals, families and groups can get help and support



Appendix 3

Partners in School Agreement Form Supporting the Personal, Social, Health, Citizenship and Economic Education

The aim of this document is to ensure that both the school and the external partners are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

School:

Lead contact person:

Second contact person:

Tel:

Email:

Agency:

Lead contact person: Name of person(s) delivering the session:

Tel:

Email:

What is the aim of the session?

What type of session is being delivered? (lesson, assembly, drop down day etc)

What are the intended learning outcomes for the pupils? How does the session contribute to the pre and post learning for the pupils that are within the taught planned PSHE curriculum? Is the partner agency delivering the whole session or contributing to part of session?

What activities and methods will be used during the session?

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)



Date/Time Year / Class

Number of pupils

Any special needs or sensitive issues to be aware of?

Any equipment that needs to be provided by the school?

Any agreed actions?

Is it clear how the partner's contribution fits with and enhances the planned PSHE and Citizenship scheme of work?

Is there a good understanding of the values and beliefs of the partner agency and the reasons for working with schools? (an internet search, feedback from other schools etc)

Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?

Have identified members of staff been identified who will remain with the pupils and be responsible for behaviour management whilst the partner agency is providing their input?

Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?

Is a risk assessment required?

Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substance misuse, and relationships and sex ?

Does the partner agency understand confidentiality, safeguarding procedures and who to signpost pupils to if an issue arises?



Effective teaching and learning in Personal Social Health Education by partner agencies

Effective teaching and learning in PSHE occurs when:

Sessions take into account student starting points and are based on needs analysis

There are clear learning objectives and outcomes that are shared with pupils

There is regular assessment of student progress against the learning outcomes by questioning pupils during the lesson and observation of activities

Teaching and learning strategies are engaging and allow opportunities for pupils to apply their knowledge, skills and understanding and develop as independent learners

Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject

Presenters manage discussions on sensitive and controversial issues with skill

Lessons are based on real life scenarios that reflect the everyday issues that pupils face, using data and contextual information that isn't readily available to the school

Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning

A variety of questioning techniques are used, including pupils asking and finding out the answers to their own questions

A wide range of imaginative resources are used that stimulate, enthuse and engage pupils' interests.

Pupils demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school

How/when pupils are made aware of the session and its links with their programme of study

How/when a teacher may intervene in a session

Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness