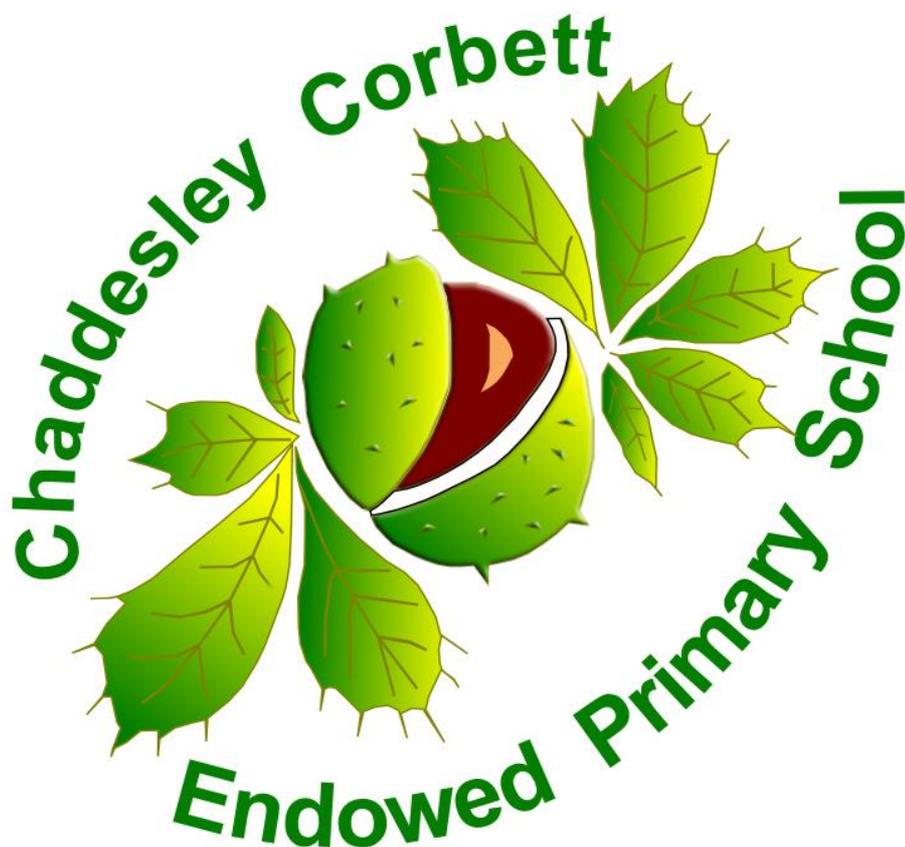


CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL



Sex and Relationship Education (SRE) Policy

Author	N.Barley (with amendments)
Version	Version 3
Date approved by Governors	September 2018
Date of next review	Following new Government consultation and published guidelines in 2019

This policy reflects the requirements of the Education Act 2011

The Children and Families Act 2014

The Equalities Act 2010

SEN and Disability Act 2001

The aim of SRE is to provide children with information appropriate to their age, to explore attitudes and values, and develop social skills in order to empower them to make positive decisions about their health-related behaviour.

This policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how SRE is delivered, monitored and evaluated in the school
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support

Values Framework

As part of SRE, pupils should be taught about different types of families and the upbringing of children. It will recognise that there are strong and mutually supportive relationships inside and outside marriage. Therefore pupils should learn the significance of stable relationships as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, are expected to be guided by the following values framework. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value and respect differences in people's religion, culture, physical and mental ability and social background
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in our school.

Learning Outcomes for SRE within the School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotional changes that occur at puberty and how to deal with these in a positive way. They will have practised skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage, civil partnerships or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

The Organisation of SRE

A range of teaching methods which involve pupils' full participation are used to teach SRE. These include use of small group work, the media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

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. This may involve

referring the child back to their parent/carer or school nurse or seeking advice from a member of the SLT.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Withdrawal of Students from SRE and Complaints Procedure

The school will inform parents/carers when aspects of the SRE programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used.

Parents may withdraw their child from certain elements of SRE. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head Teacher to discuss the matter. Pupils cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Head Teacher.

Equal Opportunities

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Safeguarding/Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in Worcestershire's *Safeguarding Sexually Active Young People* guidance www.worcestershiresafeguarding.org.uk

The staff member will inform the headteacher/designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

This policy is to be read in conjunction with:

Safeguarding policy and Curriculum policies and will be reviewed every three years.