



SEX AND RELATIONSHIP EDUCATION POLICY

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find below the Articles linked to this policy. Details of the following Articles can be found on the school website:

RRSA Articles linked to policy: 4, 5, 12, 13, 16, 17, 19, 28, 29, 34, 36 and 42

Rationale

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Garlinge Primary School and Nursery. As such, it is more than the biology of reproduction and is taught within the context of caring relationships. The Sex and Relationships Education provided forms a foundation for further work in secondary schools, and we hope that skills and attitudes developed will enable the children to lead healthy lives.

At Garlinge Primary School and Nursery, we have based our SRE Policy on OFSTED (2014) Guidance, which states that in OUTSTANDING SCHOOLS:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

In this document, SRE is defined as:

Learning about physical, moral and emotional development. It is about understanding 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.

SRE is part of the personal, social and health education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

Aims

The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Garlinge Primary School and Nursery, we aim for our pupils:

- to develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- for pupils to be able to name parts of the body and describe how their bodies work;
- for children to know how they can protect themselves and where to ask for help and support;
- to raise awareness of sexual abuse /exploitation, and where they can seek advice if they are worried about any sexual matters;
- to empower children to make informed choices about their education and future adult life;

- to engender children to respect their own bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- to teach about the importance of family life;
- to explain moral questions;
- to explore relationship issues;
- to ensure that pupils are prepared for puberty.

We also aim for teaching staff in our school to be confident:

- in planning, delivering and assessing SRE;
- in answering parents' questions and dealing with sensitive issues.

The school will work towards these aims in partnership with parents.

Delivering Sex and Relationships Education

SRE is taught through a developmental scheme of work to all children across Foundation Stage, Key Stage 1 and Key Stage 2, and links to other aspects of PSHCE and Science to equip the children with the skills and attitudes necessary for them to benefit from sex education. PSHCE throughout the school is supported by use of the SEAL (Social and Emotional Aspects of Learning) Programme. We also teach some SRE through other subjects (e.g. Science and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

The class teacher will do most of the teaching of SRE, as she/he will have established a working relationship with the class. The Welfare Officer is available to advise and assist individuals on body development and puberty issues.

Cross-Curricular Links

All curriculum areas contribute to SRE. Some subjects make a clear contribution, such as Science and PSHCE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas;
- RE – discussion of family and marriage;
- History and Geography – discussion of wider social issues;
- Art and Music – discussion of feelings and emotions within relationships.

Parents and Sex & Relationships Education

The school views parents as partners in the delivery of SRE. Parents will be informed about the sex and relationships education programme as part of information provided on what their children will be learning.

The school encourages parents to voice their concerns about SRE with their child's teacher and will be invited to view materials. We believe that for the children to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- inform parents/carers about the school's SRE policy and practice;
- answer any questions that parents/carers may have about SRE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school;
- encourage parents/carers to be involved in reviewing the school policy and making modifications, as necessary;
- Inform parents/carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHCE (though not from those elements taught through Science). If a parent/guardian feel it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the Headteacher.

Differentiation and Additional Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Equal Opportunities

Garlinge Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. However, should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

Monitoring and Review

The school curriculum committee of the Governing Body monitors the SRE Policy on a bi-annual basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, to update this policy statement. Governors require the Headteacher to keep a written record of the content and delivery of the **SRE programme of study* that is taught at Garlinge Primary School and Nursery.

APPENDIX 1

Statutory Provision of SRE under Science Curriculum

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for Key Stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Taken from the National Science Curriculum from 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

APPENDIX 2

Sample letter for PARENTS

Dear Parent/Carer,

Re: Sessions on

As part of the school's Health Education programme, your child is soon to/will this term receive Sex and Relationship Education (SRE) lessons.

Nowadays, there is a vast amount of and sometimes confusing information about relationships and sex on the internet, on TV, in magazines, etc... which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what students should be taught and share with you the SRE policy and resources. We would therefore like to invite you to a workshop/coffee morning on SRE on

We would be grateful if you could please let us know if you will be attending.

If you have any questions, please feel free to contact PSHCE Coordinator on

Yours faithfully