

The Grange School

Sex and Relationships Education Policy

Reviewed: October 2017

Next Review: October 2020



Sex & Relationship Education (SRE) Policy

This policy was developed with guidance from the DCFS with elements taken from the Sex and Relationship Education guidance from Northamptonshire County Council.

This policy takes full account of the school's legal obligations and the latest DCFS guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000).

What is SRE?

The term *sex and relationships education* – *SRE* – is rather than *sex education*, to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

Primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

According to the latest DCFS guidance SRE is:

'...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. It is also about the teaching of sex, sexuality and sexual health'
DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.

- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
 - Managing conflict
 - Learning how to recognise and avoid exploitation and abuse.

The Grange School's approach to SRE consists of:

- The taught National Curriculum Science Programme of Study.
- SRE modules within each year group delivered within a planned PSHE programme.
- Pastoral support for pupils who experience difficulties.

SRE in the Classroom

Inclusion

Young children may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this. The Grange School's approach to SRE will take account of:

The needs of boys as well as girls; Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity; Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds; We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality; On average, above 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special educational needs; We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

Pupils with autism; will require individual teaching to meet their specific needs. SRE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Teaching and Learning

The teaching of SRE is usually led by the class teacher occasionally with support from the school nursing team. Teaching includes books, leaflets and short video clips providing visual information in an age appropriate format. Each unit of SRE is age appropriate building on the knowledge and understanding from the previous year.

At KS1 the units include naming body parts and understanding the differences between boys and girls in humans and in animals. In KS2 this knowledge is extended with understanding that males and females are needed for reproduction, bodily changes through puberty and finally reproduction. In all units there is a big emphasis on relationships including relationships between family members and friends.

As well as dispelling any myths about SRE within the classes, units are aimed at improving self esteem, building confidence and providing the children with the appropriate knowledge to make informed choices as they grow older, reducing risk taking and hopefully unwanted pregnancies and disease.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHEe/Citizenship Co-ordinator concerned.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Child Protection lead teacher should be informed and the usual child protection procedures followed.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

All pupils have a clear understanding of the aims and teachers are requested to assess the understanding of children inform the PSHEe lead teacher of the levels of understanding as well the needs of the children for future units.

Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers when appropriate. All parents will be informed when SRE is being taught in school and parents/carers do have the right to withdraw their child from not statutory SRE units.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.