

## **HAILEY CE PRIMARY SCHOOL**

### **SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY**

#### **Introduction**

Every parent and every school wants to see children grow up safely and be able as adults to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed and comfortable with the changes during puberty and to be emotionally supported. The teaching of SRE at Hailey School, using an integrated and consistent approach, is an important aspect of pupils' education.

SRE teaches children and young people to develop their values and attitudes, to learn personal and social skills, and to increase their knowledge and understanding so that they are able to make informed decisions and healthier life choices. This makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future.

The Education Reform Act (Section 1) states that schools should provide a curriculum that *"promotes the spiritual, moral, cultural, mental and physical development of pupils.... and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life."*

SRE is an important dimension of this and relates to learning about physical, moral and emotional development as well as health and wellbeing.

This policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding SRE, and that the pupils receive their educational entitlement.

#### **Why do we need to do this?**

SRE is an umbrella term for all the teaching and learning we offer pupils to understand their own and others' sexuality, and to develop skills for relationships and informed decision making. This includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. This is essential, even in primary education, as some children start puberty as young as eight years old. It is also about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value and our own school value of tolerance.

In the 21<sup>st</sup> Century, children and young people are unfortunately exposed to sexual imagery and content in a wide array of media including adverts, the internet, video games, mobile phones, social networks, pop songs, TV and magazines. These media often present a distorted and inaccurate view of sex and relationships, and provide increasingly explicit images of sex and sexuality.

Schools provide a safe place for children and young people to make sense of the information they have picked up from the media and to equip them with the values, skills and knowledge to understand and deal appropriately with these social and cultural pressures. It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and, if necessary, seek help if they feel at risk or are being harmed.

Evidence shows that well delivered programmes of SRE can have a positive impact on young people's future sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy.

### **Context for SRE**

At Hailey School we teach SRE within the context of a broad and balanced programme of health education. SRE is taught through the statutory requirements of the National Science Curriculum and as part of our Personal, Social, Health and Emotional (PSHE) education.

Every child is entitled to receive SRE. 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 as required. We do not use SRE as a means of promoting any form of sexual orientation.

SRE within PSHE education is an important part of our whole-school approach to pupil well-being. Pupils who are happy in their relationships with peers and adults at school are likely to be better able to learn. By addressing a range of personal and social issues and providing information about where and how to get help, SRE supports pupils who face difficulties to get help and thus helps them to stay on track with learning. In addition, the school curriculum has a role to play in reducing the likelihood of issues relating to bullying, gender equality and sexuality.

We aim through implicit and explicit learning experiences to:

- Ensure that SRE is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way
- Foster self-esteem, sensitivity and respect for others as the cornerstone of good health education and good sex and relationships education
- Nurture a partnership between caring adults - governors, teachers, ancillary staff and parents - to ensure sensitive support for children and young people as they grow and mature
- Ensure children have the confidence and ability to accept their own and others' sexuality and support them in taking responsibility for their actions and the consequences of those actions
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- Adopt a whole school approach to SRE

### **SRE Teaching and Learning Aims**

SRE education is based on three principles:

- Developing appropriate values and attitudes ( see above )
- Increasing age-appropriate knowledge and understanding ( outlined below )
- Developing personal and social skills ( outlined below )

Effective teaching of SRE will take account of the age, maturity and needs of pupils. The aims are to increase pupils' knowledge of:

- Their bodies and preparation for puberty

- Human growth and sexual development
- Families, parenting and life cycles
- Safety and child protection
- The importance of health and hygiene and care of their bodies
- Sexual identity
- The positive benefits of loving, rewarding and responsible relationships
- Different faiths' and cultural attitudes to sex and relationships
- Agencies they can turn to for help

It will also enable pupils to:

- Improve their self-esteem and respect of their own bodies
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self-confidence to talk about feelings and relationships and deal with 'playground myths'
- Develop assertiveness in appropriate situations to cope with the influences of their peers and the media
- Develop empathy for others

### **Teaching resources/ approach**

In the scheme of work used, a variety of resources (with ideas for suggested use) are applied, including video material, worksheets, visits from the school health nurses and books. However, we emphasise the importance of discussion and questioning within the safe, secure and non-judgmental atmosphere of the class with their teacher. The atmosphere of trust, mutual acceptance and confidentiality is built on the PSHE programme.

Some pupils may need particular support because of their learning or physical disabilities or because they have social and communication difficulties or other needs. Special arrangements will be made for these children.

The SRE for our Y5 and Y6 pupils is delivered by the school nurse and parents are informed prior to the sessions taking place. The school is well aware that the primary role in children's SRE lies with parents and carers. Parents are informed about the content of the SRE programme and are given contact details should they wish to discuss any concerns or raise any questions.

Parents have the right to withdraw their child from receiving sex education from a PSHE perspective at school, but not to withdraw them from the teaching of the science national curriculum: Life processes and living things: the main stages of the human life cycle. However, should parents be considering doing this, we urge you to talk this through with your child and their teacher beforehand. Parents are responsible for providing alternative sex and relationships education if they do decide to withdraw their child.

### **Policy Implementation and Evaluation**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about this policy and that it is implemented effectively so that the school

meets specific aspects of the legal and statutory requirements for all children, including those with special educational needs.

It is also the head teacher's responsibility to ensure that all staff are given sufficient training to teach effectively, be aware of the latest guidance and handle any difficult issues with sensitivity.

The lead coordinator for SRE in Hailey School is: the head teacher.

The school aims to involve parents in the policy through effective communication, including advising when the education sessions take place and providing an overview of content covered and resources for further information, offering forums to ask questions and providing easy access to this policy.

This policy should be reviewed every two years and the success of this policy evaluated by the Performance Committee chair (the appointed governor SRE lead) with the head teacher based on feedback from staff, parents and pupils.

### **Confidentiality**

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Child Protection Policy.

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures.

### **Further Information**

Our Health Nurse continues to offer support and guidance on any health issues, including sex education.

For further Guidance see Oxfordshire's SRE policy development guidance.

For information on child protection, see Hailey School's Child Protection policy and for safeguarding, Hailey School's Safeguarding policy.

This policy is inclusive of all pupils in line with our Equality policy; please refer to our Equality policy for further information.