



Flixton Primary School

Sex and Relationships Education Policy

Written: Autumn 2016

Next Review: Autumn 2019

Flixton Primary School
Sex & Relationships Education (SRE) Policy

Rationale:

Sex and relationships education is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy and positive relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Aims:

The SRE programme at Flixton Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for and to their family, friends, schools and wider community.

Sex and Relationships Education aims to give pupils accurate information about sex and relationships and allow pupils the opportunities to develop life skills that enable them to make good use of that information.

It also offers opportunities to challenge prejudice and explore and develop their own and other people's attitudes and values. Elements of SRE learning also include the safe use of the internet and link to the school's eSafety work.

Effective SRE helps children and young people to make informed decisions, equips them with skills required for effective relationships and ensures they are not pressured into things that they do not want to do.

Promotion of Fundamental British Values

In November 2014, the Department for Education (DfE) produced guidance for schools¹ on their duty to promote fundamental British values. This included mutual respect and tolerance of those with different faiths and beliefs. Through our effective provision of SRE, we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- encourage students to accept responsibility for their behaviour;
- encourage respect for other people;
- encourage an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

Content:

In Key Stage 2 pupils learn to express their opinions about relationships and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and begin to consider the possible stresses in life, such as peer pressure, in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

The range of material used is shared with parents in a regular yearly meeting. These reflect the consultation process with parents/carers and the school nurse. Age and cultural backgrounds of the pupils are taken into account in relation to images used.

Organisation:

SRE is firmly embedded in the curriculum, including within Personal, Social, Health Education (PSHE) and elements of the Science curriculum. The main content is delivered in SRE lessons throughout the year to all years using the school's SRE Scheme of Work. This ensures a coherent curriculum which enables children understanding and awareness to develop over the four years of Key Stage 2.

Relationship education is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. SRE is supported by the school nurse where it is considered appropriate and helpful by year groups.

Statutory elements of SRE in the science curriculum are assessed in conjunction with other statutory science learning. Evaluation of SRE outside statutory science learning is conducted using a variety of informal activities which have been built into the scheme of work.

Inclusion

The school is committed to the provision of SRE to all of its pupils. Our scheme of work aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Monitoring and Evaluation:

The Science subject leader will monitor delivery of the programme through observation, work sampling and discussion with teaching staff and children to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted in line with the school's Subject Leadership Policy.

Specific Issues within SRE:

Withdrawal: Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will

explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality: Sometimes during SRE learning, children can disclose evidence of possible safeguarding concerns, for example, references to inappropriate sexual acts. If a teacher or member of staff believes that the child is at risk or in danger, she/he will raise those concerns to the Headteacher who is the school's designated Child Protection Officer, in line with the school's Safeguarding Policy. The child will be supported by the teacher throughout the process.

Controversial and Sensitive Issues:

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions:

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated Child Protection Officer if they have concerns.

Review of Policy:

This policy will be reviewed every three years. The date of the next review will be Autumn 2019.