



# **The Coppice Primary School Sex and Relationships Education Policy**

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## **The Coppice Primary School**

*Happy, confident and successful learners, well prepared for life.*

### **Sex and Relationship Education Policy**

This policy is based on the most recent guidance to schools as detailed in DfEE 0116/2000 SRE guidance, Ofsted's *Sex and Relationships* Report (2002) and the National Healthy School Standard guidance DH/DfES (2006).

**Names of people involved in policy development:** Billy Hutt

This policy has been written in consultation with governors, staff, parents, pupils and the wider community.

#### **Context/Introduction**

This policy sets out to:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

#### **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

The Governing Body and Head Teacher have consulted with parents, staff, pupils and members of the wider community in order to develop this policy which 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 develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for a healthier safer lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- 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.

### **Policy development, dissemination and review process**

This policy was drafted by the Deputy Headteacher in consultation with the PSHE co-ordinator, SEND co-ordinator, a parent representative, governor representative, school council representative and school nurse. Parents were given the opportunity to discuss the draft policy at a parents' evening and the teaching and non-teaching staff were able to discuss it at a staff training session. The policy was then ratified by the governing body.

The policy is made available to teaching and non-teaching staff, community partners and visitors to SRE via the school office. Parents/carers are invited to view the policy via our website.

The policy will be reviewed every two years by the Governing Body in consultation with the above representatives.

### **Pupil Consultation**

SRE should be audited and reviewed regularly to ensure that it meets the needs of the young people it is aimed at. All children and young people are entitled to good quality SRE that meets their needs.

*The National Children's Bureau pupil consultation toolkit Are You Getting It Right? provides a selection of activities to help schools involve young people when reviewing and auditing their SRE [http://www.ncb.org.uk/dotpdf/open\\_access\\_2/sre\\_audit\\_toolkit.pdf](http://www.ncb.org.uk/dotpdf/open_access_2/sre_audit_toolkit.pdf).*

### **Values Framework**

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable

relationships as key building blocks of community and society. Care needs to 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, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. 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 healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- 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 sex and relationship education in this 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 emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgments and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well being. They will also have considered different types of relationship (*for example marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example listening, supporting, caring*).

The following learning outcomes guide the teaching of SRE in this school:

- [See *learning outcomes in OFSTED Sex and Relationships*, OfSTED (2000) [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications) as a basis for planning the school's SRE]

### **The organisation of Sex and Relationship Education**

SRE is co-ordinated by Billy Hutt and is taught within the PSHE programme at Key Stages 1 and 2 using the Worcestershire Healthy Schools lesson plans. Biological aspects of

SRE are taught within the Science curriculum and some moral aspects are taught within RE. New and inexperienced staff will be supported with the delivery of SRE through sharing the delivery with teachers experienced in the delivery of SRE.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents and teaching staff.

### **Resources:**

A range of fiction materials, reference books, leaflets and videos are used to teach the programme. Main resources which are used are:

- The 'Christopher Winter project' resource materials.
- BBC interactive resource materials.

### **Use of visitors**

*"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."*

Sex and Relationship Guidance DfE 0116/2000 P 29 6.11

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

### **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, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or Safeguarding lead.

### **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 sex and relationship education.

### **Monitoring and evaluation of SRE**

The PSHE co-ordinator will agree timetabling of SRE with staff which will enable lesson observation through 'drop-in'. In addition plans will be monitored. Feedback is obtained from group discussions with teachers and pupils. Parents' views are invited at parents' evenings and by feedback forms. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

### **Liaison with feeder schools**

Annual pyramid meetings allow liaison to ensure effective progression in SRE over transition.

### **Withdrawal of students from sex and relationship education and complaints procedure**

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the sex and relationship education 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 are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Deputy Headteacher to discuss the matter. Students 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 Headteacher Mr. Heptinstall.

### **Equal opportunities**

All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention 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.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the 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 the Safeguarding sexually active young people guidance.

The staff member will inform the Head Teacher /Designated Safeguarding Lead (DSL) person in line with the procedures set down within our Safeguarding and Child Protection Policy. A member of staff cannot promise confidentiality if concerns exist.

### **Procedure for supporting those infected with HIV or Hepatitis B or C**

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the Head Teacher and no one else. She/he will tell the pupil this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

### **Links with other policies**

- PSHE & Citizenship
- Equal Opportunities
- Safeguarding and Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Sex and Relationships Education Policy	Information on Sex and Relationships Education in School	To provide clarity	Pupils & Parents	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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