

**Statutory**

# **Sex and Relationships Policy (SRE)**

## **Purley CE Primary School**

**Date of policy: February 2014**

**Review Cycle: 2 years**

**Reviewed By: Curriculum & Pupil Welfare Committee**

**Approved By: Curriculum & Pupil Welfare Committee**

**Last Reviewed: Spring 2016**

**Next review date: Spring 2018**



# **PURLEY PRIMARY SCHOOL SEX AND RELATIONSHIPS POLICY (SRE)**

## **What is sex and relationships education?**

“It is a life long learning about physical, moral and emotional development. Effective SRE is essential if young people are to make responsible and well informed choices”

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

## **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request.

## **Moral and Values Framework**

The SRE programme at Purley Primary School reflects the school’s Christian values and demonstrates and encourages the following:

Respect for self;

Respect for others;

Responsibility for their own actions;

Responsibility for their family, friends, schools and wider community

## **Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.

## **This will be achieved by:**

- generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- making SRE an integral part of our PSHE programme.
- using circle time and the setting of ground rules to foster trust, security and openness.
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- delivering the SRE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

## **Coverage**

As part of the Foundation Stage, children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and think about relationships with others.

## Key stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

## Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

## Delivery

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Purley Primary School the *main* content is delivered in PSHE lessons.

SRE 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. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

## Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

## Difficult questions:

1. 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.

2. 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

### **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.

### **Child protection and 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.

The staff member will inform the headteacher/designated child protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **How will SRE be monitored and evaluated?**

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance
- The policy will be monitored by the headteacher and the governors.
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

### **Related Documents**

PSHE Policy, Anti Bullying Policy, Safeguarding Policy, National Curriculum