

Richard Avenue Primary School

A Whole School for Sex and Relationships Education (SRE)

Date policy reviewed: Autumn 2019 Annual

OBJECTIVE OF SRE

To help and support the physical, emotional and moral development of pupils.

RATIONALE

Richard Avenue Primary School (RAPS) believes that Sex and Relationship Education (SRE) as outlined the DfE 'Sex and Relationship Education Guidance' (ref: DfE 0116/2000) will be firmly rooted in the framework for PSHCE (2000).

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives.

Good quality SRE will provide an understanding that positive, caring environments are essential for the development of a good self image and that individuals are in charge of and responsible for their own bodies. It provides knowledge of the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills which allows pupils to manage their relationships in a responsible and healthy manner. Information appropriate to the age, development and maturity of the pupils will be used as part of the spiral curriculum - which will lead our young people into adulthood. To achieve this, the school will work in close partnership with parents in particular, as well as other agencies.

MORAL VALUES FRAMEWORK.

The SRE programme at RAPS will reflect the school ethos and demonstrate and encourage the following values.

- respect for self.
- respect for others
- responsibility for your own actions.
- responsibility for your family, friends, school and wider community.
- respect for those from different faiths and cultures.

The SRE programme will:

- develop the knowledge, skills and understanding of pupils.
- it will provide information which is easy to understand and appropriate to the age and maturity of the pupils.
- include the development of communication and social skills.
- encourage the clarification of values and attitudes.

As such it will be delivered in the following ways:

- Centrally delivered through the PSHCE framework for Reception to Year 6– outlined in the medium term planning.

Reception incorporate the PSHCE medium term planning into the PSED Area of Learning.

Nursery deliver SRE primarily through the PSED Area of Learning.

Also...

- KSI and KS2 statutory NC Science, DT.
- The Year 5 Puberty and Growing up Talk.

RAPS PSHCE medium term planning.

It is accepted that SRE is implicit in all PSHCE in some form or another, however, it would be wrong to assume that pupils always make the links themselves – teachers are required to make these links through explicit teaching. The RAPS PSHCE themes which deliver SRE elements are outlined below.

Year Group	PSHCE termly/half termly theme.
Nursery	Myself, Toys, Food, Growing, People Who Help Us.
Reception	Growing and Changing. Keeping myself Safe. Me and My Relationships. World of Drugs.
Year 1	Being Healthy. Keeping Safe. My Feelings.
Year 2	Healthy Eating. Me and My Relationships. World of Drugs.
Year 3	Healthy Lifestyles. Me and My Relationships. Keeping Myself Safe.
Year 4	Feelings, Loss, Separation and Relationships. Taking Responsibility for My Healthy Lifestyle. World of Drugs.
Year 5	My Healthy Body. Bullies, Bullying, Pressure and Risks. Me and My Relationships.
Year 6	Keeping Myself Safe. Growing up, Relationships and Responsibilities. World of Drugs.

The Link with National Curriculum Science.

Key Stage 1: (SC2 Life Processes and Living Things)

1. b) that animals including humans, move, feed, grow, use their senses and reproduce.
2. a) to recognize and compare the main external parts of the bodies of humans.
f) that humans can produce off spring and these grow into adults.
4. a) to recognize similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2: (SC2 Life Processes and Living Things)

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

The Year 5 Puberty and Growing up talk.

- Written consent is required from parents/carers in order that their children can attend these particular sessions
- All parents will be given the opportunity of speaking to their child's class teacher/PSHCE subject leader, to ask any particular question they may have about the content of the sessions and resources used.
- Parents have the right to withdraw their pupils from SRE that is outside the statutory elements contained within the Science National Curriculum. In such cases - SRE materials will be made available to such parents who wish to deliver this aspect of a SRE at home.
- Parents can access additional information through websites
1) <http://www.ncb.org.uk/media/183635/talk-to-yourchildren>.
2) <http://www.fpa.org.uk/commission-us/about-speakeasy>http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

Research indicates that children are entering puberty earlier, experience at RAPS supports this point also - as a result, it is felt necessary to deliver a Puberty talk to Year 5. The format of the talk will involve a separate boy and girl talk on gender specific issues and a joint boy/girl talk on more gender general puberty issues. The talk will be differentiated according to age.

Pupil organisation	Content of talk Y5
Boy - separate session. Nurse and class teacher (DH support)	The physical and mental changes affecting or about to affect boys at this age. Discuss concerns and issues.
Girl - separate session. Nurse and class teacher (DH support)	The physical and mental changes affecting or about to affect girls at this age. Periods will be discussed. Discuss concerns and issues.
Boy/Girl – joint session. Nurse and class teacher (DH support)	DVD 1 ‘Bounty – Growing up – A Guide to Puberty’.

Who will teach it:

All members of staff deliver the programme through the PSHCE medium term planning. KS1 and KS2 staff to deliver the statutory NC Science elements as organized in the Science medium term planning for each year group.

The Y5 Puberty and Growing up talk to be delivered by the School Nurse in conjunction with the class teacher, the PSHCE subject leader may also be involved. This process will be overseen by the Head Teacher and PSHCE subject leader (the Deputy Head will act as a support). If any member of staff has any concerns with teaching this aspect; they should discuss their concerns with the Head Teacher, who will address the issue– it may be the case that some element of staff INSET is required.

All staff will be guided by the lesson plan, which will have been agreed in advance of the talk with the PSHCE subject leader and Deputy Head Teacher. This will act as clear area of remit for delivery.

Evaluation of the SRE programme:

Evaluation of the SRE programme will be conducted on an on going basis (formatively) by class teachers and summatively by the PSHCE subject leader.

Feedback from pupils can also be used by staff to ensure that the level of work is matched appropriately to the maturity level of the pupils. Pupils should be asked to evaluate aspects of the work they undertake (within those outlined in this policy) and to comment on the usefulness of this work to themselves.

Resources:

- ‘Health for Life’ materials, upon which the school scheme is based,
- The School Nurse also provides some material for the Y5 Puberty and Growing up talk.

SPECIFIC ISSUE STATEMENTS

Confidentiality:

Confidentiality cannot be guaranteed.

If a child makes a disclosure or is believed to be at risk by comments that he/she makes – the Head Teacher/Child Protection Officer will be informed and a decision made in line with the School’s Child Protection Policy.

Sensitive Issues

Gender

We embrace difference and diversity of individuals across the school.

We aim to prepare all pupils for the future, regardless of sexual orientation or gender identity.

We provide age appropriate, non-stereotypical information about different groups of people including lesbian, gay, bi-sexual and transgender. (LGBT)

This is dealt with at RAPS in the context of valuing individuals for who/what they are as a person and the qualities they have.

We promote equality and support pupils who don’t conform to gender norms.

We ensure the safety and well-being of all pupils and need to identify and address issues for those experiencing any difficulties relating to their gender.

Sexual abuse/exploitation

Pupils learn about healthy relationships, boundaries and inappropriate behaviour. They learn about the factors that lead to unhealthy relationships and situations.

Children become more aware of sexual abuse involving exploitative situations in a sensitive and appropriate way for their age and stage of development.

The NSPCC delivers ‘Speak out Stay safe’ assemblies and lessons by specially trained staff and volunteers across the school. Raising awareness of different types of abuse will help children to develop the tools to protect themselves.

Children learn what abuse is and are encouraged to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Answering difficult questions:

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly; such questions can be answered later and it may be necessary to discuss the question and content of the answer with the parent/carer. The school believes that individual teacher must use their skill and discretion in these situations and refer to the PSHCE subject leader/Head Teacher if they are concerned.

Use of Visitors:

There are various people who can resource and support school based SRE. These people may include governors, parents and health professionals. The school nurse will be involved in the delivery of the Puberty talk and in supporting the Growing Up talk as required. NSPCC for

ALL visitors will work within the remit of this policy – this includes the School Nurse.

POLICY DEVELOPMENT

Staff, Governors and Parents have all contributed to the development of this policy through consultation and annual review.

It is essential that the young persons point of view is represented in this policy - Pupils will contribute to the policy in the following way. Year 5 will be asked for feed back following the specific sessions in Y5– this will be used to inform future redrafts as necessary (PSHCE subject leader to collate for future use).

All school staff will have access to this policy and work within the remit of it at all times.

A copy of this policy will be made available to any parent upon request to the Head Teacher.