Fletching Church of England Primary School

Sex and Relationships Policy

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>Gemma White/ Jenny Barnard-Langston</th>
<th>Date: February 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last reviewed in:</td>
<td>November 2018</td>
<td></td>
</tr>
<tr>
<td>Nest review due by:</td>
<td>September 2020</td>
<td></td>
</tr>
</tbody>
</table>

'A small school with big ideas growing in the love of God. We are an inclusive family that promotes a love of learning in a safe, happy environment.'
Contents

1. Policy formation and consultation process
2. Philosophy and purpose
3. SRE Aims
4. SRE Objectives
5. Outline of the SRE Curriculum
6. Co-ordination of SRE
7. Differentiation and entitlement for all
8. Teaching and learning strategies
9. Resources
10. Consultation with Pupils
11. Recording and Assessment
12. Monitoring and evaluation of the SRE Curriculum
13. Liaison with partner schools
14. Specific issues
15. Staffing
16. Training & Development needs
17. Visitors
18. Confidentiality
19. Liaison with parents and carers
20. Implementation of policy

‘A small school with big ideas growing in the love of God. We are an inclusive family that promotes a love of learning in a safe, happy environment.’
21. Monitoring and review of policy

All schools must have an up to date policy, which is made available for inspection and to parents. Ofsted is statutorily required to evaluate and comment on a school’s sex and relationship education policy. Part of the spiritual, moral, social and cultural development of pupils.

(SRE Guidance 2000)

1. Policy Formation and Consultation Process

This policy was drawn-up in May 2013 and reviewed in January 2020.

It followed a consultation process with staff, governors, pupils and parents of the school. These groups were involved at different stages and in different ways in this policy development.

- The teaching staff were involved in 2 INSET meetings with Local Authority SRE Advisors to explore and develop an understanding of sex and relationship education.
- The pupils’ voice was sought through consultation with the Year 5 and 6 pupils.
- Parents and governors are offered the opportunity to discuss the scheme of work with the Senior Management Team and view the materials to be used.
- The final draft was considered by the staff and ratified by the governing body.

The Policy will be reviewed in 2021.

2. Philosophy and Purpose

As a church school, the Christian ethos of Fletching CEP provides the context within which Sex and Relationships Education will take place. Christian beliefs and values, with an emphasis on the importance of marriage, the family and stable relationships, will permeate the teaching and learning of sex and relationships at the school.

Sex and Relationships Education at Fletching CEP will be particularly concerned with building children’s self-esteem, developing their self-awareness and sense of moral responsibility.

We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our pupils.
SRE ‘is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.’ “DfE Sex and Relationship Guidance 2000”

The SRE guidance states it has three main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

“SRE supports and promotes our pupils’ spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.”

Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

3. SRE Aims

We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. SRE is firmly rooted in our school’s Personal, Social and Health Education (PSHE) and Citizenship Framework.

In this way, (starting from the early years), we aim to ensure continuity and progression; a safe and supportive learning environment; and teaching within the wider context of building self-esteem, emotional wellbeing, relationships and healthy lives.

PSHE and Citizenship and therefore the SRE programme are delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of pupils’ abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safe lifestyle.
4. Developing good relationships and respecting the differences between people.

The SRE programme also includes the following elements of the statutory science curriculum.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

'A small school with big ideas growing in the love of God.
We are an inclusive family that promotes a love of learning in a safe, happy environment.'
• Notice that animals, including humans, have offspring which grow into adults
• Investigate and describe the basic needs of animals, including humans, for survival
• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

Key Stage 2 (Y3 and Y4)
• Describe the simple functions of the basic parts of the digestive system in humans
• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat

Key Stage 2 (Y5 and Y6)
• Describe the life cycles common to a variety of animals, including humans, and to a variety of plants
• Describe the life process of reproduction in some plants and animals
• Describe the changes as humans develop from birth to old age

Parents / carers are not able to withdraw their children from National Curriculum science. See section 20.

4. **SRE Objectives**

We have agreed that the content of sex and relationship education should match the age and maturity of the pupils involved and at KS1 and KS2 include:

**Attitudes and Values**
• Valuing and respecting ourselves and others.
• Valuing and respecting healthy personal relationships, including between friends, families and others.
• Developing an understanding of the value of family life and an understanding of the many different types of family.
• Recognising the importance of pursuing a healthy lifestyle and keeping ourselves and others safe.

**Knowledge and Understanding**
• Recognising and naming parts of the body.
• Knowing the key parts and functions of the reproductive system and understanding the process of childbirth.
• Developing an understanding of the physical and emotional aspects of puberty.
• Developing an understanding of behaviour that carries risks.
• Providing opportunities for pupils to ask questions and clarify misinformation.

'A small school with big ideas growing in the love of God.
We are an inclusive family that promotes a love of learning in a safe, happy environment.'
Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships.
- Enabling pupils to identify and seek help and support.
- Developing pupils’ abilities to make informed decisions, to manage their relationships and in the future lead sexually fulfilling and healthy lives.

5. Outline of the SRE Curriculum - See Appendix 1

6. Co-ordination of SRE

SRE is co-ordinated by the Headteacher, who is responsible for the overall planning, implementation and review of the programme. She monitors the planning and delivery of content, provides appropriate resources, offers guidance and support in the delivery and assessment of SRE.

The Headteacher in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. She may lead, organise or inform staff and the wider school community of training and current issues.

She liaises with external support agencies; such as the PSHE Hub to encourage consistency and understanding in the school’s SRE programme.

Planning

Curriculum planning for SRE is part of the whole school planning process for PSHE and Citizenship and is informed by the National Curriculum Science Orders.

The content of the SRE programme will be delivered in a variety of ways:

- **Designated SRE curriculum times**, which provides focused opportunities for raising specific issues in a safe and structured session. Fletching school uses the resource ‘Yasmin and Tom’ to deliver the SRE objectives.
- **Cross-curricular links**: when appropriate SRE will also be delivered in Science, RE, Humanities and Literacy.
- **Circle-time**, planned to support the delivery of PSHE, may also be used to cover some of the SRE programme.
- There may be other opportunities such as assemblies or ‘health days’ to cover some of the content or develop particular skills involved in the SRE programme, but these **one-off events** will always be part of the planned programme.
7. Differentiation and Entitlement for All

In our school we are committed to working towards equality of opportunity in all aspects of school life, Differentiation and Entitlement for All is underpinned by our schools Equal Opportunities Policy.

‘SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives’
DfEE SRE Guidance, 2000

Special Educational Needs and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil’s assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Mixed and single gender groups

The SRE curriculum for Reception and Year 1 to 4 pupils will be taught to mixed gender groups. We believe that pupils should understand the physical and emotional changes of puberty and the key stages of the reproductive process from the point of view of both genders. However, after much consideration and consultation we have agreed that the small size of each Year Group at Fletching CEP makes single gender teaching the most appropriate approach for teaching the pupils of Years 5 and 6 about these subjects. These lessons may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex.

We believe that single gender sessions will take into account the different ways boys and girls learn effectively and provide a forum to ask ‘embarrassing’ questions. It may be that after these sessions the children will want a time to discuss together and this will be provided, with participation a matter of personal choice.
Religion and Ethnicity

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science (See sections: ‘Working with Parents’ and ‘SRE Aims’).

8. Teaching and Learning Strategies

Teachers and staff will use a range of strategies to deliver SRE. This will enable pupil participation and involvement in their learning and develop pupil’s confidence in talking, listening and thinking about sex and relationships.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

Fletching school uses the resource ‘Yasmin and Tom’ to deliver the SRE objectives.

Dealing with questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: ‘no one has to answer personal questions’.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- A ‘Question Box’ will be provided in Year 5/6 to enable pupils to pose questions anonymously.
- Colleagues or the Headteacher can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion, for

‘A small school with big ideas growing in the love of God.
We are an inclusive family that promotes a love of learning in a safe, happy environment.’
example, “At the moment we are looking at ‘X’, in year 4 you will look at ‘Y’ in more detail.”

- Recognise different views are held, for example, about contraception.
- Place within the context of the schools SRE curriculum past and in the future.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If a pupil needs further support, s/he could be referred to the school nurse, school counsellor, help-line or outside agency.
- If you have concerns about sexual abuse, follow the school’s child protection procedures.

9. Resources

All resources are selected to ensure that they are consistent with the schools Christian ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school’s equal opportunities policy.

Some carefully selected books may be available to the pupils in the library. The materials are available for parents/carers to view on request to the Headteacher or class teacher. Resources are also available on SRE parent and governor consultation sessions and when the policy is reviewed.

10. Consultation with Pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. During the formulation of the scheme of work we provided opportunities for them to evaluate the resources and also discuss the teaching methods that they preferred, were most comfortable with and best met their needs.

11. Recording and Assessment

In addition to the pupils’ self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus; e.g. how well they listen to the views of others. Quizzes maybe used before and after a unit of work to aid assessment.

Elements of SRE that occur in the science curriculum will be assessed, through recorded work, to establish levels of knowledge and understanding.

12. Monitoring and Evaluation of the SRE Curriculum

Teachers evaluate the lessons to aid future planning.

‘A small school with big ideas growing in the love of God. We are an inclusive family that promotes a love of learning in a safe, happy environment.’
Monitoring takes place mainly through liaison between the PSHE Co-ordinator and class teachers. There may be opportunities to observe other teachers and team-teach.

13. **Liaison with partner schools**

In order to promote *lifelong learning about physical, moral and emotional development* (DfEE) it is important that our secondary schools are aware of the sex and relationship education delivered in our school so that they can reinforce and build on the work we have done. We make use of existing structures to communicate information about SRE to secondary schools.

14. **Specific Issues**

We recognise that specific issues for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community; however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from: the Headteacher, the senior management team; outside agencies and the school nurse. Staff delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Pupils may ask questions or seek information about specific issues. They need not be answered directly, but may be addressed individually later, possibly after consultation with colleagues, (see the section on dealing with questions).

15. **Staffing**

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. When Support staff and Teaching Assistants are involved, they will receive training so they can work with class teachers effectively.

*A small school with big ideas growing in the love of God.  
We are an inclusive family that promotes a love of learning in a safe, happy environment.*
No member of staff will be forced to teach SRE if they are not confident in doing so. The Headteacher will offer support and make arrangements to ensure the delivery of the SRE programme.

16. Training and Development Needs

We will provide appropriate training for all staff whenever necessary and at least every 3 years.

- It is essential that all staff have opportunities to update knowledge and access resources.
- All staff need time to clarify their own attitudes and assumptions about SRE in order to reach a consensus about the value context in which SRE education is presented.
- Work in this area cannot be value free but pupils benefit from clear messages. All staff need opportunities to clarify what those should be.
- Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting.
- All staff will be informed of and offered training, when necessary, on issues related to confidentiality and child protection.

17. Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and theatre in education groups, may be involved at different stages of the programme.

Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide.

Visitors delivering SRE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the school’s value framework and SRE programme. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality with their own professional guidelines. Where appropriate, pupils will be given the opportunity to ask questions and seek information confidentially.

18. Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and relationship education should take place within a safe environment.

‘A small school with big ideas growing in the love of God.
We are an inclusive family that promotes a love of learning in a safe, happy environment.’
and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are aware of school child protection procedures and local County Council guidance. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

19. Liaison with Parents and Carers

Our school would like to share responsibility with parents and carers in the delivery of sex and relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We invite all parents and carers to view the materials used and the content of the curriculum. We also ensure that parents are aware of their right to withdraw.

We will also do our best to ‘support parents in talking to their children about sex and relationship education’.

Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory Science National Curriculum (as outlined in the section ‘AIMS of SRE’). Parents and carers who wish to exercise this right should talk with the class teacher or the Headteacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

20. Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff.
The opportunity for parents to attend workshop style meetings to support the implementation of this policy has been outlined in the section on ‘Consultation with Parents and Carers.’

The full policy can be viewed on the school website.

21. Monitoring and Review of Policy
The implementation of this policy is the responsibility of the Governing Body.

The review and monitoring process will be the responsibility of the Headteacher and will include:

• Review of planning and guidance.
• Liaison with class teachers.
• Classroom observation in line with other curriculum areas.
• Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Approved by the Governors of Fletching C.E.P School
Date of next review of policy January 2021
Appendix 1

Outline of SRE Curriculum

SRE will be taught each year in the Summer term. As new materials are published they may be evaluated by the Head Teacher. If thought more suitable than those in present use, they may be introduced into the scheme of work. Parents, and Teachers will be given the opportunity to view any new materials before they are introduced to the pupils.

<table>
<thead>
<tr>
<th>Class/Year Group</th>
<th>Main Learning Objectives</th>
<th>Audio-visual resources to be viewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterpillars Year 1 and 2</td>
<td>Introduce concepts of: • Physical growth • New life • New responsibilities • Loving and caring In relation to animals and, in discussion, comparisons made with human development. Know the names of the main external parts of the human body-the terms penis and vagina to correct colloquial ‘family’ names if the occasion arises.</td>
<td>Yasmin and Tom programme</td>
</tr>
<tr>
<td>Dragonfly Year 3 and 4</td>
<td>• Know the names of the main external parts of the human body, including penis and vagina. • Reinforce the concepts introduced in Caterpillar Class (see above) in relation to animals and humans. • Develop a simple understanding of how a human baby is carried in the mother’s womb for 9 months and then born. See a ‘soft touch ’video of birth. • Develop the belief that all children are unique and flourish in caring, committed family units.</td>
<td>Yasmin and Tom programme</td>
</tr>
<tr>
<td>Grasshopper Years 5 and 6</td>
<td>• Understand the main physical and emotional changes, which happen to boys and girls approaching and during puberty. • Understand the different hygiene needs that puberty brings. • Develop a sense of self-worth and a positive approach to personal well-being and safety.</td>
<td>Yasmin and Tom programme</td>
</tr>
</tbody>
</table>

‘A small school with big ideas growing in the love of God. We are an inclusive family that promotes a love of learning in a safe, happy environment.’
| Develop strategies for communicating and resolving conflicts with family and friends. |
| Understand the key features of human reproduction including sexual intercourse and birth. |
| Understand that sexual relationships and the creation of children should ideally be within a loving, long-term relationship. |
| Begin to understand that sexual relationships between those not in loving, long-term relationships often do not consider the long-term happiness or health of those involved. |
| Understand the principle of contraception and know that condoms and the pill are two commonly used methods. |