

# **Policy Statement for Sex and Relationships Education (SRE)**

**at**

## **Hasbury Church of England Primary School**

Date of Policy: April 2007  
Members of staff responsible: S Morris/ L Andrews  
Reviewed: April 2009  
Review: 2011, 2014

### **Description of School**

Our school is situated in the south east of Dudley Metropolitan Borough in the Hasbury district. It borders Birmingham and Hereford and Worcester and is on the edge of a large Green Belt land.

It is a residential area comprising both private and council housing. The private housing varies from small semi-detached properties to large detached ones. The council housing varies from blocks of flats to well maintained semi-detached houses.

The school was built in 1896 and has, over the years, benefited from extension and structural improvements. It has extensive grounds which are well maintained and not abused by pupils or the local community.

Hasbury is a one form entry primary school with 211 children on role. The children are of mainly from white British background, with an increasing number of pupils from ethnic minority backgrounds coming into school at the early stages of learning English. The number of children receiving free school meals is 47 as of April 2009. The school operates a Special Needs Register and a More Able Register.

### **Policy Formation**

Staff involved:	Mrs S Morris/ Miss L Andrews	Lead Teachers
	Ms P Rogers/Mrs P Griffiths	Behaviour Management Policy
		Child Protection Policy
	Mrs L Clarke	Health & Safety
	Father Rob Hall/Mrs F Hunter	Foundation Governors

Process of development:

1. Attendance at LA courses and advice from LA/ PSHE advisors
2. Consultation with all staff at twilight meetings and specifically with above staff involved.
3. Use of model framework as devised by LA advisors.
4. Use of SRE guidance issued July 2000.
5. Consultation with parents.

This policy kept up to date and available for inspection and to parents.

### **Issues considered**

- Age and maturity of pupils
- Results of annual lifestyle survey
- Government guidelines outlined in the SRE policy guidelines issued July 2000.

### **Policy Statement**

SRE policy is an integral part of the PSHE framework. Effective SRE is best achieved through a whole school approach. SRE is set within the PHSE framework so pupils can discuss feelings, relationships and morals as well as the physical aspects of sex education and prepare them for the experiences of growing up through childhood into adolescence and adult life. Hasbury aims to do this in a clear, informed and meaningful way: the SRE programme will provide information that is relevant and appropriate to the age and maturity of the pupils. At Hasbury SRE is also about the teaching of sex education, specifically to Year 6 pupils and to introduce sex education into Year 5.

Teachers are expected to teach within the PSHE framework; personal beliefs and attitudes will not influence the teaching of SRE.

All pupils are given equal opportunity regardless of race, gender, class, age, disability or sexual orientation.

### **Values Framework**

SRE reflects the school ethos and aims to encourage the following:

- Respect for themselves and for others and to understand differences to prevent and remove prejudice
- Responsibility for their actions
- Recognition of the importance of marriage and loving stable relationships, family and friends and the importance of caring within relationships \* (see below)
- Management of their emotions
- Development of confidence and self-esteem
- Discussion of issues and the need to make informed choices to develop confidence in talking and listening
- Recognition of changing needs that come with growing up
- Acquisition of knowledge and skills to live healthy, confident lives
- Movement with confidence from childhood through adolescence.

All these issues are addressed within the PSHE framework, which reflects the school ethos that discussion of values and attitudes will also encourage the pupils to develop their communication and social skills as well as disseminating knowledge.

\* Pupils are taught about the significance of marriage and stable relationships as key building blocks of community and society. Care is taken that no stigma is attached because of a child's home circumstance.

### **Organisation of the School's SRE**

The role of the PSHE Co-ordinator is to ensure the coverage of an appropriate programme of PHSE education is taking place. The Co-ordinator will support and advise but the actual content will be taught by the class teacher.

Topics and themes are based on PSHE framework guidelines and are built upon from year to year.

Teachers are supported by the PSHE Co-ordinator who, in turn, is supported by LA Health Advisors and attends relevant courses run by them.

Methods of teaching may vary but pupils are taught in their normal mixed classes unless it is deemed appropriate and / or relevant to teach smaller groups and / or single gender groups. Children are given the opportunity for discussion and time for reflecting on what has been learnt. There is the potential for discussion on a one-to-one basis. Pupils may ask questions in confidence using a suggestion box.

Resources such as books, worksheets and videos are selected carefully and are appropriate. These are audited and new resources acquired when necessary. Governors and head teachers will discuss the materials used in school with parents.

## Specific Issues

Parental involvement in Sex Education lessons. A statement re teaching of sex education is issued in the School Handbook. A letter is sent to parents prior to the teaching of sex education in Year 6 and Year 5, informing them that their child is about to receive sex education lessons. Under the Education Act of 1993, pupils can be withdrawn from the parts of the programme that are not statutory (content of which is laid down in Science Curriculum). Parents who wish their child to be withdrawn will be invited into school to discuss the matter if they wish. If a request for withdrawal is still in place, then the child will not take part in sex education lessons and alternative arrangements made.

Child Sexual Abuse - This issue is covered in the School's Child Protection Policy.

Confidentiality - Where possible a child's confidentiality will be maintained, but the child must be aware that the confidentiality may be broken if it is thought necessary, but that their best interests will be maintained. The PSHE Co-ordinator or Senior Management are informed if it is thought that the child is at risk in any way. (See Child Protection Policy) Teachers are not legally bound to inform parents or Head teachers of any disclosure unless the Head teacher has specifically asked them to do so. At Hasbury it is expected all child disclosures are discussed with the Head teacher.

Teaching strategies -

- Establish ground rules eg no-one to ask personal questions; no-one will be forced to take part in a discussion; only correct names for body parts to be used. Situations may still arise where unexpected / awkward questions and comments are made by pupils and the school believes that teachers must use their skill and discretion.
- Distancing techniques to de-personalise discussions
- Dealing with unexpected questions: teachers to refer to ground rules; refer pupils to another appropriate person eg School Nurse; teachers to acknowledge if they do not know the answer; teachers to acknowledge if they feel a question is too explicit or inappropriate and to deal with it on an individual basis
- Use discussion techniques for effective learning
- Encourage reflection.

Ethnicity - It is important to consult with parents and pupils to check on whether certain issues are culturally appropriate / acceptable to address in mixed groups.

Governors - The governing body should help develop policies which reflect the parents' wishes and those of the community.

Equal Opportunities - Hasbury school operates an equal opportunity policy in all areas of school life.

Procedures for policy monitoring and evaluation - SRE is monitored by the PSHE Co-ordinator who is the member of the school management team responsible for SRE. All staff are involved in the teaching of SRE, in developing schemes of work and evaluating them. Elements of SRE which fall within the Science National Curriculum are assessed formally under school guidelines. The effectiveness of the SRE policy is reviewed at the end of each academic year by the PSHE Co-ordinator and member of SMT and includes feedback from pupils and parents, as well as from teachers.

Research shows that many children would like to receive their initial SRE from their families. Hasbury works in partnership with parents. This is essential to effective SRE. Parents need to know that the school's SRE policy will complement and support their role.

Dissemination - All staff members and governors have received a copy of the policy. The policy is discussed at staff and governors' meetings. The policy is made available to parents.

SRE is supported by the school's wider curriculum for personal, social and health education, thus ensuring that pupils receive their sex education in the wider context of relationships.

The four broad themes of the PSHE framework are as follows, within which those themes that relate more specifically to SRE are listed. These are guidelines and are not statutory:

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting differences between people.

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

The statutory requirements contained within the National Curriculum Science are as follows:

### **KS1**

- To know that animals, including humans, move, feed, grow, use their sense and reproduce
- To recognise and compare the main external parts of the bodies of humans
- To know that humans and animals can produce offspring and these grow into adults
- To recognise similarities between themselves and others and treat others with sensitivity.

SRE guidance: focus on friendship, bullying, building of self-esteem.

### **KS2**

- To know that life processes common to humans and other animals include growth, nutrition and reproduction
- To know about the main stages of the human life cycle

SRE guidance: all children need to know about puberty before they experience the onset of physical changes.

- Changes in body relation to puberty: periods, voice breaking (Y5 and 6).
- When changes are likely to happen and how to deal with issues which may cause anxiety
- How a baby is conceived and born (Y6).

Our programmes of work focus equally on boys as well as girls.