



The Quercus Federation

Sex and Relationship Education

# Hurst Green Church of England Primary School and Nursery

This policy was adopted in September 2021

This policy is due for review on September 2022

Signed (Chair of Governors)

Signed (Head of School)

Date:



## **Introduction**

It is a legal requirement (Education Act 1996 and amended by the Learning and Skills Act 2000) that all schools provide an up-to-date Sex and Relationships Policy. It is the responsibility of the school governing body to ensure that the policy is developed and made available to parents.

Our policy outlines how we will plan and develop good quality SRE so that it supports the health and social needs of all pupils with regard to Sex and Relationships Education.

Our SRE programme is designed to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, are informed, comfortable with the changes during puberty, and that they are sexually healthy and emotionally safe.

We provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths. Our SRE programme contributes to the wellbeing of our pupils and helps them to deal with the health challenges they face in adolescence.

## **Aims of Sex and Relationships Education (SRE):**

- to provide factual information relating to human growth and development as required under the National Curriculum (September, 2014)
- to enable children to understand the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships
- to enable children to identify and use sources of help and advice available within the family, school and community
- to assist children in understanding the importance of respecting their and others' bodies
- to develop an understanding of a range of values and moral issues including the value of family life in its many different contexts
- to foster a range of personal skills and qualities such as communication, decision making, negotiation, assertiveness and self-esteem which will begin to prepare them for their experiences of adult life.

## **Sex and Relationships Education**

Our teaching programme is designed to help pupils to learn about their bodies, their health and their relationships, including; puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships.

We teach the programme gradually, so that learning:

- can be built up year-by-year in a way that is appropriate to the age and maturity of each child
- responds to the needs of individuals and enables them to successfully manage the challenges they face as they grow up.

Our SRE programme teaches children to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

The programme makes an essential and significant contribution to safeguarding children during their school-age years and into the future. Our programme will help pupils to develop skills and confidence and knowledge about accessing professional advice and appropriate health services. It enables children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing and that of others.



Our programme has three main elements:

### 1 Values and attitudes

Because of the personal and social nature of the topics covered in SRE, **values and attitudes** are a central part of learning and moral development. There are clear values that underpin SRE including:

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and
- that violence and coercion in relationships are completely unacceptable

Children will be supported to identify and develop these values as they progress through the school. For example;

- the importance of fairness, being impartial, not being prejudiced and caring for one another is introduced in the Early Years Foundation Stage
- friendship and respect for others are central threads of Key Stage 1 and Key Stage 2

The values in SRE are consistent with the values underpinning the School's specific Christian Values and the values from the National Curriculum. These aim to enable all children and young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society
- spiritual, moral, cultural, mental and physical learners.

### 2. Knowledge and understanding

Our programme will increase pupils' **knowledge and understanding** at appropriate stages by:

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, emotions and relationships
- learning how to resist unwelcome pressures to be sexually active
- learning about pregnancy and contraception
- learning about the range of local and national sexual health advice, and support services available
- understanding the legal aspects of sexual behaviour
- understanding the positive benefits of loving, rewarding and responsible relationships

### 3 Personal and social skills

As well as knowing facts, it is important that children and young people develop **personal and social skills** to make informed decisions and life choices, including:

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about sex and relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict
- learning how to identify risk, recognising and avoiding exploitation and abuse, and asking for help and accessing advice and services.



### **Where SRE will be taught**

SRE will be taught within Science and the curriculum framework for Personal, Social, Health and Economic (PSHE) education. Where necessary, SRE will be taught in specific lessons.

PSHE education and citizenship provide an effective context for SRE because they focus on exploring values and developing positive attitudes, developing personal and social skills, learning about healthy and safe lifestyles, and about the rights and responsibilities of citizens.

### **Continuity and progression**

SRE will be part of our planned curriculum progression in which intended learning outcomes are made clear and in which assessment and evaluation are used to assess learning and enhance provision.

Our SRE programme will be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It is designed to teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices.

Our aim is for our programme of SRE to have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy

### **Teaching**

The programme will be taught by Class Teachers. We will use appropriate resources books, videos, etc. to help ensure learning intentions are fully met. All staff at the school have a duty to promote the wellbeing of children and, as such, all policies and procedures are made available to staff when they join the school. Staff will have regular updates, as necessary, from the leader for PSHE at staff meetings. The PSHE leader will be responsible for:

- supporting specialised teachers to cascade knowledge
- enabling teachers to access on-going CPD opportunities
- team-teaching and observing colleagues to support their development (as required)
- encouraging collaboration across all curriculum areas to ensure their contribution to SRE
- liaising with local support agencies and specialists
- ensuring that external contributors are fully aware of the school's values and ethos and respect this in their work with pupils and staff
- ensuring that practice is monitored

### **The role of support staff**

Teaching assistants will support SRE programme in the classroom. This may involve working with small groups or with individual pupils as may be necessary, for example with a pupil with SEN. Support staff will have appropriate opportunities for training and development in SRE issues.

Other professionals will take part in the programme of SRE as may be appropriate. For example SRE is a good opportunity for the school nurse to meet pupils to talk about how they can access individual confidential advice and support.



### **Parent/ carer**

We will involve parents in the development and review of our SRE programme. Parents will be given opportunities to view the resources that are planned for use. Parents have the right to withdraw their children from SRE taught outside of the national curriculum, but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE. We will develop good communication with parents and carers to ensure all aspects of SRE legislation are met.

We will make our policy available for consultation to all faith groups to which children attending the school belong.

### **Assessment methods**

The elements of SRE that form part of the science curriculum at Key Stages 1 and 2 will be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of SRE should be assessed as part of the overall PSHE education provision.

Assessment of Learning (AfL) in SRE is an important tool for keeping track of pupil progress and checking that learning objectives have been met. Assessment of SRE, as part of PSHE education, will be organised in a similar format to other subjects

Assessment will measure progress in knowledge and understanding, skills and attitudinal development. We will use the three 'key processes' that are central to PSHE education to provide the framework to ensure our assessment covers the full scope of learning, these are:

- Critical reflection
- Decision-making and managing risk
- Developing relationships and working with others

### **Teaching arrangements**

The SRE programme is designed so that boys and girls are taught together. However, if it is deemed appropriate by the Class Teacher and PSHE leader, boys and girls may be taught separately. However, we will ensure that boys and girls receive the same factual information. We will also ensure that the SRE programme is structured and differentiated to ensure that pupils with diverse needs have full access to all the SRE programme of activities.

### **Disclosures**

If, during a conversation with a child, an issue is raised which relates to safeguarding we will refer to the policy and practice as outlined in the school's *Safeguarding and Child Protection Policy*.

### **SRE and Visitors**

The school will invite visitors to talk to groups of pupils—such as the school nurse. This is helpful in developing important personal and social skills. Teachers can help pupils prepare for the visit by planning questions they want to ask the visitor. We will ensure that all visitors to the classroom work within the school's SRE policy.

### **Additional help**

Additional help and support regarding SRE and wellbeing will be discussed as appropriate with parents.

### **Evaluation**

We will evaluate the SRE programme regularly. Our process of evaluation will include:

- The views of any staff working one-to-one with pupils including health professionals such as school nurses
- Feedback from parents and carers
- Feedback from the local authority