

**What is SRE?**

The term *sex and relationships education – SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

The DfES 'Sex and Relationship Guidance', 2000 suggests that SRE should have three main elements as follows:

**Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

**Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Personal and social skills
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.

The schools approach to SRE consists of:

- The taught SRE programme.
- Pastoral support for pupils who experience difficulties.

**Legal obligations**

Maintained primary schools in England and Wales have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

**The needs of young people and the role of schools**

The overall aims of the school and National curriculum are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The school has a key role, in partnership with parents/carers, in providing SRE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

**Morals and Values Framework**

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.

- The right of people to follow their own sexuality, within legal parameters.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

### **The Taught SRE Programme**

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship in Year Six.

### **Aims of the programme**

The overall aims of the SRE programme are:

- To provide accurate information about, and understanding of, SRE issues.
- To dispel myths.
- To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views.
- To increase pupils' self esteem

### **Place in the curriculum**

The main SRE programme will be delivered through PSHE lessons in the summer term in Year Six. In addition certain biological aspects are delivered through Science lessons in Year Six. Sex and Relationship education takes place within mixed sex classes in Y6. The lessons are led by the school nurse, with the class teacher present to provide support, or guidance if required.

### **Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. The nurse provides an envelope for pupils who wish to ask anonymous questions.

### **Dealing with questions**

- Teacher / Nurse should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher / Nurse should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, The teacher / nurse will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher / nurse should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher / nurse should acknowledge it and promise to attend to it later on an individual basis.
- The teacher / nurse should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher / nurse is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

### **Parental Involvement**

Parents will be informed prior to the lessons, and will have the opportunity to view any material used in the lessons. Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information

and advice. School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

This policy has drawn on:

- DfES Sex and Relationship Guidance,( 2000)
- Children, Schools and Families Act (2010).
- Children and Families Bill (2013)

This policy was agreed by governors on:

Signed: .....

This policy will be reviewed by: