

The Priory Primary Academy Trust

# Sex and Relationships Education Policy



January 2012  
Reviewed annually by the governing body

## Introduction

The Priory Primary Academy is a small rural primary school. The Academy seeks to promote equality of opportunity for all and is mindful of the needs of each individual, regardless of gender, culture or creed.

The policy is based on the Department for Education (DfE) guidance “Sex and Relationship Education” (SRE), 2000. It was developed following consultation with staff, parents, governors and children and reflects the ethos and culture of the School.

This policy is a working document which provides guidance and information on all aspects of SRE in the School for staff, parents/carers and governors.

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ *Sex Education Forum 1999*.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Other related policies and documents include for example The Personal Health and Social Education (PHSE) and Citizenship policy, Anti-Bullying Policy, Drugs Education Policy and Safeguarding Policy.

## Moral and values framework

The Academy is proud of all its children and encourages them to achieve their best academically in a caring and safe environment. All children learn to have respect for themselves, other people and the world around them. We foster a positive attitude to life and work and we value politeness and good manners. Our aim is that all children will leave the School as happy, confident, articulate and numerate individuals who are well equipped for life in the 21<sup>st</sup> century.

## Equal opportunities statement

The Academy is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## Content of the sex and relationships programme

We teach the SRE programme within the wider context of Personal, Social and Health Education and the National Curriculum Science programmes of study. Although we give children information about sexual behaviour, this is done with an awareness of the moral code and values which underpin all our work in the Academy. We teach children about the physical development of their bodies; the way human beings reproduce; the importance of respecting their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship and the importance of family life.

### **Key Stage One**

Pupils learn to recognise similarities and differences between themselves and others.

They identify and share their feelings with each other.

They learn to recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

They learn that animals, including humans, move, feed, grow and reproduce and are able to name the parts of the body.

### **Key Stage 2**

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

Life processes in animals and humans are discussed in detail. This includes the physical changes that take place at puberty, why they happen and how to manage them.

In Year 6, the School nurse shows a video showing the birth of a baby. She leads the discussion on sexual relationships and shows a video which includes the birth of a baby. The video is made available to parents. Children may be withdrawn from lessons by written request to the Head Teacher. The range of material used is available to parents/carers and informative books are available to children in the library.

### **Organisation**

The Head Teacher is responsible for coordinating sex and relationships education. The SRE programme is not delivered in isolation but is embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship and Science. In Key Stage One, SRE is delivered by the class teacher. At Key Stage Two, delivery is by the class teacher and also, in Year 6, the School nurse. The School nurse is familiar to all the children at The Priory and they are comfortable in her presence and feel able to ask questions and discuss openly any issues they may have.

### **Assessment and evaluation**

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This may include peer assessment and self assessment. Teachers delivering SRE constantly evaluate their lessons to inform future planning.

### **Specific issues within SRE**

#### ***Withdrawal***

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at the Academy except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

#### ***Confidentiality and safeguarding issues***

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Head Teacher who takes action as laid down in the Safeguarding Children policy. All staff members are familiar with the policy and know that the

Head Teacher is the named responsible person in this area. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### ***Answering difficult questions***

Staff members are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The Academy believes that individual teachers must use their skill and discretion in this area and refer to the Head Teacher if they are concerned.

The Academy believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Any homophobic bullying will be dealt with strongly yet sensitively and the School will liaise with parents on this issue to reassure them of the content and context.

### ***Dissemination***

All staff members and governors receive a copy of the SRE policy

The Priory Primary Academy believes in the importance of appropriate training to enable staff to deliver effective SRE and staff are given opportunities to access appropriate courses or INSET opportunities.