Stubbins Primary School

Subject Policy for Sex and Relationships Education (SRE)

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| At Stubbins School, children are at the centre of everything we do.  We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for  life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.  **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.** |

**This policy is supported by, and should be read in conjunction with, our Teaching & Learning Policy, The Key Principles of which are that:**

1. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
2. **Agile Teaching**, rooted firmly in the principles of Formative Assessment, is the framework within which learning happens at Stubbins.
3. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
4. We are on a learning journey, and have much to learn from colleagues and other professionals; we learn from our mistakes
5. Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our pupils.
6. Each and every pupil has the right to access the very best learning that we are able to offer.
7. We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. ‘Working’ is not always ‘learning’ – we should enable our pupils to be active learners.

Learning and teaching is the core business of our school. It is our aim to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We are trying to prepare pupils to be successful in a rapidly changing world that has many challenges; some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and pupils work in partnership to create a stimulating and successful learning environment.

Thus it is our aim to have pupils involved fully in the learning process thereby promoting an active culture of learning. The Teaching & Learning Policy sets out the principles and expectations behind our learning environment and should be read in conjunction with this policy.

**Delivering the Curriculum**

Our Policy on delivering the curriculum explains how we ensure that we include every child and use our skills environment to maximise every child’s potential. This policy also outlines the areas of learning across the curriculum.

Other Policies which support this subject are:

* **PSHCE Policy**
* **Behaviour Policy**
* **Marking Policy**
* **Assessment Policy**
* **SEN Policy**
* **Equality Policy (Duty & Action Plan)**

1. **Rationale**

We define sex and relationship education (SRE) as the emotional, social and cultural development of pupils, and it involves learning about relationships with particular reference to friendships, family relationships, and relationships with other children.

It involves knowing about healthy lifestyles, respecting diversity and understanding personal identify.

SRE involves a combination of sharing information, and exploring issues and values.

Relationships Education is compulsory in primary school and parents do not have the right to withdraw.

Sex Education however is not compulsory in primary schools and parents do have the right to withdraw.

Primary schools are required to teach the elements of sex education contained in science curriculum.

If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state outlined in [section 403 of the Education Act 1996.](https://www.legislation.gov.uk/ukpga/1996/56/section/403)

At Stubbins Primary School, we believe that SRE should:

* Be an integral part of the lifelong learning process, beginning in early childhood and continue into adulthood.
* Be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents whilst always with the aim of providing pupils with the knowledge they need of the law.
* Put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
* Support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
* Be complemented by development of personal attributes including kindness, integrity, generosity, and honesty
* Always be an entitlement for all children in our care.

At Stubbins Primary School we teach SRE as set out in this policy.

1. **Aims**

The aims of sex and relationship education (SRE) at our school are to:

* Provide a framework in which sensitive discussion can take place. We will encourage pupils and teachers to share and respect each other’s views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
* Help pupils develop feelings of self-respect, confidence and empathy.
* Create a positive culture around issues of sexuality and behaviour.
* Teach pupils the correct vocabulary to describe themselves and their bodies.
* Understand that SRE is set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values are love, respect and care for each other.
* Encourage every pupil to contribute to our community and aims to support each individual as they grow and learn.
* Work in partnership with parents/carers and pupils, as we recognise that these are the key people in teaching their children about relationships, growing up and sex.

1. **Teaching and Learning**

Our SRE programme is an integral part of our whole school personal, social, health and economic (PSHCE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education lessons.

Our SRE programme will be planned and delivered through the SCARF SRE programme, which provides high quality resources to support our SRE provision. It will be taught through a range of teaching methods and interactive activities. An overview of the learning in each year group can be found on <https://www.coramlifeeducation.org.uk/scarf/>

We will also use high quality add on resources such as those provided by the NSPCC to enhance the teaching and learning opportunities we provide.

In Key Stage One pupils will learn to recognise similarities and differences between themselves and others. Identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. From the beginning, we will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

In Key Stage Two pupils will learn to express their opinions about relationships and bullying and to listen to and support others, including other people’s viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves. They try to balance the stresses in life in order to promote their own mental health and the well-being of others. Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them. They will also look at how principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils’ lives.

Across all Key Stages, pupils will be supported with developing the following skills:

* Communication, including how to manage changing relationships and emotions
* Recognising and assessing potential risks
* Assertiveness
* Seeking help and support
* Informed decision making
* Respect for others will be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.
* Empathy
* Recognising and maximising a healthy lifestyle
* Discussion and group work
* Being able to reflect on their own learning and progress

These skills will be taught within the context of family life.

Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Mental wellbeing is an important focus at Stubbins and as such strong teaching and learning in Relationships education is an important part of this.

We ensure that children learn and understand about physical development appropriate to their age and help children begin to understand human sexuality, reproduction, aspects of sexual health, emotions and relationships.

Materials used reflect the consultation with the school health advisor/school nurse.

**3.** **Assessment and Recording**

We do not assess pupils formally in SRE. However, pupils will have opportunities to review and reflect on their learning during lessons through regular class discussion as well as self and peer assessment. Teachers will critically reflect on their work in delivering SRE through observation and discussion as a means to evaluate pupil’s knowledge and understanding and how they will use this to develop skills and attitudes.

Recording of work will be in a form appropriate to the planned focus and will be shown in teacher’s planning and in individual books. Evidence will be in a variety of forms, e.g. photographs as well as written work. The very nature of SRE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

1. **Equal Opportunities and Special Needs**

At Stubbins Primary School, it is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race and social circumstances are supported in their personal and social development. We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups.

Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties. When teaching SRE we will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

1. **Parents’ Right to Withdraw**

Parents’ have the right to withdraw their children from the non-statutory/non-science components of SRE.

We will notify parents when SRE is being taught and ensure they are aware of what is being taught. The materials and resources will be available to parents if they wish.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to the pupils who are withdrawn from SRE.

1. **Roles and Responsibilities**

**7.1 The Governing Body**

The governing board will approve the SRE policy, and hold the Headteacher to account for this.

**7.2 The SRE Lead**

The SRE programme will be led, monitored and evaluated by Abigail Mckennell. She will collect samples of both pupil and staff voice, complete planning scrutinies, learning walks, scrutinies of recording and assessment to inform the development of the subject.

**7.3 Staff**

Staff are responsible for:

* Delivering SRE in a sensitive way
* Modelling positive attitudes to SRE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from

the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Lead or Headteacher.

**7.4 Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

1. **Safe and Effective Practice**

**8.1 Confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

**8.2 Child Protection**

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

**8.3 Controversial and Sensitive Issues**

Staff 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 different opinions.

**8.4 Dealing with Questions**

Both formal and informal SRE objectives arising from pupils’ questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated person if they are concerned. Specific questions may also be forwarded to parents.

**8.5 Sexual Identity and Sexual Orientation**

Stubbins Primary School 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. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents on this issue where required to reassure them of the content and context.

**8.5 Sensitivities around differing family forms**

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) We will take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

**This policy will be reviewed in**

**Abigail Mckennell**

**Subject Leader**