

Sex and Relationships Education policy



Cavendish
Primary School

Approved by: Debra Nixon

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1. Aims

The foundation of our SRE programme is to develop pupil's knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

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

- Provide a framework in which sensitive discussions can take place
- 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- Work closely with parents, carers and governors in the dissemination of information on SRE and develop a partnership approach thus ensuring that all pupils receive the best SRE;
- Give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs and ensure equality of opportunity and experience.

2. Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

3. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

SRE is not about the promotion of sexual activity.

4. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

In the **Early Years Foundation Stage**, pupils are taught elements of SRE relevant to their age and maturity.

Year 5 and 6 pupils also receive stand-alone sex education sessions delivered by a trained health professionals.

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 when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

5. Organisation

Class teachers deliver SRE. The school nurse and other health professionals are invited into school to provide expertise and information in SRE for the whole school.

A variety of teaching methods and resources are used to deliver the SRE programme including circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies, e.g. 'The Life Education Centre'

In Year 5 girls have a talk considering puberty and body changes led by the school nurse. Further sessions are delivered in Year 6 to both the boys and girls

A letter is written to parents/carers of pupils in Year 5 and 6.

6. Provision for Pubertal Pupils

Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming

Girls starting their periods have unrestricted access to sanitary facilities kept by Year 6 teachers. Sanitary bins are provided in the girls toilets.

Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the SRE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE.

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 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 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.

8. Parents' right to withdraw

It is our whole school view that the delivery of high quality SRE is extremely important, however, should they wish, parents can withdraw their child/ren from all or part of SRE provided, except that which is required by the Science National Curriculum.

A letter is written to parents/carers of pupils in Year 5 and 6, informing them of the SRE programme and details of its delivery.

9. Safeguarding

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher and/or named person with child protection responsibilities. The Headteacher or designate will then deal with the matter in consultation with health care professionals in accordance with local safeguarding protocols. (Please refer to our Safeguarding Policy.)

10. Monitoring arrangements

The PSHCE coordinator is responsible for monitoring and evaluating the effectiveness of teaching and learning in SRE in collaboration with the Senior Leadership Team. The governing body - Policies Working Party is responsible for monitoring this policy and reporting its findings and recommendations to the full governing body. Staff, pupil and parent views are sought where appropriate.