

Acton CEVC Primary School



Sex & Relationships Education Policy

Review date:

"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain."

Context

At Acton Primary School we value the importance of SRE to help and support our children through their physical, emotional and moral development. We recognise the partnership of home and school, of parent/carer and teacher, in this important area of personal development.

SRE is a continuing developmental process, which includes the exploration of attitudes and values and the development of skills. As well as the teaching of factual information. It should be gradual and matched to the child's maturity and stage of development.

SRE teaches children to have an awareness of, and a respect for, themselves and others. It aids the development of positive self esteem, which helps the children to cope with the challenges of personal growth. It enables children to be aware of personal choices and decisions. It explores feelings and emotions.

As part of the framework we teach in school pupils are taught about the nature and importance of family life and bringing up children. Our children learn about the significance of marriage and stable relationships. Great care is taken that no child is stigmatised because of their home circumstances.

What is SRE?

'Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.' It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. SRE is about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Starting September 2020

Parents **will not** be able to withdraw their child from any aspect of **Relationships Education or Health Education**.

Parents **will** be able to withdraw their child (following discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

SRE has three main elements.

1. Attitudes and values.
 - Learning the importance of values and moral considerations.
 - Learning the value of family life, marriage, and stable relationships
 - Learning the value of love, respect and care
2. Personal and social skills
 - Learning to manage emotions and relationships confidently and sensitively
 - Developing empathy and self respect
 - Learning to make choices without prejudice
 - Appreciating the consequences of choices made
 - Managing conflict
 - Recognising and avoiding exploitation and abuse

3. Knowledge and Understanding

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

The Philosophy of Acton Primary School- SCARF Coram Life

SCARF is a scheme of work centred on a values-based and 'Growth Mindset' approach. SCARF's resources help to promote positive behaviour, mental health, wellbeing, resilience and achievement. These will aid us to meet the new Relationships Education and Health Education statutory requirements. SCARF supports great learning every day and can be adapted easily to meet individual needs. At Acton we treat staff and children as individuals, this scheme will help us to adapt and change lessons to suit all needs within our setting.

There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. These skills and attitudes are key in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.

SCARF provides a whole-school approach to building these essential foundations - crucial for children to achieve their best, academically and socially.

It is the philosophy of our school that all children experience a planned programme of SRE that offers them the opportunity to explore attitudes and values and develop personal and social skills, as well as learning the facts necessary for life.

Sex and relationship education will reflect the values of the PSHE programme. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. SCARF has six half termly units for each year group. These units are broken into weekly lessons, forty five minutes in length.

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- At Acton School we follow the SCARF progression outlined below.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can **lead** fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support where appropriate.
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children. SCARF is linked to the new statutory guidance 2020.

National Curriculum Science

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce.

- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle

The organisation of Sex and Relationship Education

Mrs Hammond and Miss Steward are the designated teachers with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE and circle time. Sex and relationship education is taught by classroom teachers, higher level teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play where appropriate.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

SCARF is a non-statutory framework of activities for teaching PSHE from Foundation Stage to Year 6. It has been designed by Coram Life Education. It will bring together work we have been teaching in our PSHE curriculum and each term we will teach a topic across the whole school. Anti-Bullying Week falls in November each year and will be covered by all classes alongside assemblies. These skills will help our children to become better learners, get on better with other people and be responsible citizens. SCARF will also link to our whole school church values.

Our ethos and PSHE curriculum ensure that we meet the principles of The United Nations Convention on the Rights of the Child. It states every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. It covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

Specific Issues

- **Parental consultation**

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the resources being used. If parents wish to withdraw a child, they should discuss their concerns with the head teacher. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the DSL/Designated safeguarding lead in line with the LEA school procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions and a consistency across the school at an appropriate level. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Expectations to follow**

- Teachers should not enter into discussions about personal issues or lifestyles.
- No one -child or adult - has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion teachers will promote the use of accepted names of the human body.
- Meanings of words are explained in a sensible, factual and age- appropriate way.

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." (*Sex and Relationship Guidance DfEE 0116/2000 p29, 6.11*)

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

This policy outlines the guiding principles by which Acton will implement SRE learning in the context of the school's curriculum policy statement and its staffing, health & safety and equal-opportunities policies. It is reviewed annually.

Monitoring is the responsibility of the head teacher, named governor and teachers with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observations, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Adopted by Governors

Signed by Chair of Governors

Date.....

Name of people involved in developing this policy.

Mrs McFadden, Mrs Hammond and Miss Steward