



Halley Primary School Sex and Relationships Education (SRE) Policy 2017

We are a Rights Respecting School and this policy supports the following articles from the *UN Convention on the Rights of a Child*

Article 34: Children have the right to be free from sexual abuse

Article 3: (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 12: (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28: (right to education)

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 29: (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

1. Consultation

This policy has been developed in consultation with staff and governors and with support from the Tower Hamlets Healthy Lives Team. Parent information meetings have been held for all year groups.

2. What is SRE?

At Halley we emphasise the term **sex and relationship education (SRE)** rather than **sex education**.

This is to stress that sex education needs to go beyond biological information, focussing on clarifying attitudes and values, developing self-esteem and the skills to manage different relationships. This is in line with current DfE guidance (2000) which states that:

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Sex and Relationship Education Guidance DfEE 2000

3. Principles and Values

Halley is a place where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. We believe that this is a crucial foundation from which to develop Sex and Relationships Education.

We believe that sex and relationships education should be seen as a continuous process contained within the total curriculum. It forms part of Halley's personal, social, cultural, spiritual, moral and religious ethos and education and has an important role to play in fulfilling our commitment to our vision for pupils, in particular:

- 1) You will know yourself well - your interests, your strengths, your learning style and the support that you need. You will make choices and will find strength to make up your own mind.
- 3) You will be given opportunities to "speak" and you will be listened to. Your opinions will always be valued and your voice will be heard.
- 4) You will know what it feels like to be good at something and will have achieved your very best.
- 5) You will have known friendship and learned how to get along well with other people.
- 6) You will be treated fairly and will treat others with respect. You will appreciate just how unique you are. You will believe in yourself and feel confident that you will achieve your goals.

It also forms a key part of our commitment to being a 'Healthy School.'

At Halley we believe that SRE should:

- Recognise that the wider community has much to offer and we aim to work in partnership.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be set within the wider school context and supports 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.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Aims

The aim of SRE is to provide balanced factual information together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within relationships.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.

5. Organisation and Content of Sex and Relationship Education

Sex and Relationship Education at Halley takes place within Science and PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from other staff and the school nurse where appropriate.

Any SRE or PSHE lesson may consider questions or issues that some students will find sensitive. For this reason we start each lesson with the Jigsaw Charter, with which the children are already familiar:

- ✓ We take turns to speak
- ✓ We use kind and positive words
- ✓ We listen to each other
- ✓ We have the right to pass
- ✓ We only use names when giving compliments or when being positive
- ✓ We respect each other's privacy (confidentiality)

In addition teachers will also explain that there may be some questions that they might choose to answer in a different way (for example individually or at another time) and that pupils might choose to ask questions later, when they have had time to think. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students they will be answered individually.

Science is a part of the National Curriculum. The aspects of SRE covered in Science are:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense (Year 1).
- Notice that animals, including humans, have offspring which grow into adults (Year 2).
- Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird. (Year 5)
- Describe the life process of reproduction in some plants and animals. (Year 5)
 - Guidance: Pupils should find out about different types of reproduction, including sexual and asexual in plants, and sexual reproduction in animals.
- Describe the changes as humans develop to old age. (Year 5)

We have chosen Jigsaw resources to teach our PSHE curriculum, including SRE. The learning intentions for the 'Changing Me' unit are set out below:

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
3	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings

4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby
		understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
		understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty
		express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made
		appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
		reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
		recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

6. Inclusion

We will ensure that all children receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. We also realise that it is important for these sessions to be delivered by a member of staff who knows the children well. Therefore we aim to teach the following sessions in single sex sessions when staffing allows, if this is not possible they would be taught in single sex groupings:

Year 4 – Piece 3 – Girls and Puberty

Year 5 – Piece 3 – Puberty for Girls

Year 5 – Piece 4 – Puberty for Boys

Year 5 – Piece 5 – Conception

Year 6 – Piece 2 – Puberty

Year 6 – Piece 3 – Girl Talk / Boy Talk

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Children, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

7. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from some parts of the sex and relationship education. **They do not have the right to withdraw their children for those parts included in the statutory Science National Curriculum but can withdraw their children from the non- statutory elements contained within PSHE.** Parents are invited to come and look at the resources and to discuss any concerns with staff at the earliest opportunity. If they still feel unable to support the schools approach to SRE they need to meet with a senior member of staff and inform the school in writing by summer half term that they intend to withdraw their child / children from SRE sessions.

8. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the head teacher has specifically requested them to do so.

In cases where there are child protection concerns, the teacher will ensure that the pupil understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's child protection policy and the code of conduct for staff.

9. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE lead, Bethan Mason, to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The school Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

Headteacher signature.....

Governor signature.....

Date