

John Clifford School



Sex and Relationships Education Policy

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Signed	J. Waring	Headteacher
Signed	S. Hogg	Chair of Governors

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John Clifford Primary School

Sex and Relationships Education (SRE) Policy

Introduction

This policy is written with regard to the DfES SRE guidance produced in 2000, and further informed by the document 'Sex and Relationships Education (SRE) for the 21st Century', published jointly by Brook, the PSHE Association and the Sex Education Forum. Care has been taken to ensure that the policy is mindful of the needs of the young people at John Clifford School and their diverse range of social, cultural and familial backgrounds.

What is Sex and Relationships Education?

As defined in the document 'SRE for the 21st Century,' SRE is:

'Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health and economic education (PSHE).'

High quality SRE is a partnership between home and school and includes the aspects outlined in the remainder of this section. Evidence suggests that good quality Sex and Relationships Education delays sexual activity for young people.

SRE should start early and be continuously relevant and flexible to pupil needs. Teaching should be delivered by trained professionals, with the emphasis on appropriately trained and supported class teachers. These teachers should be equipped with strategies to address sometimes uncomfortable issues. Alongside the acquisition of fact based learning, SRE should develop children's life-skills and values in an inclusive manner. Learning should mirror all other areas of the National Curriculum, in that it should be rigorously planned, assessed and evaluated.

SRE should be afforded sufficient space and time within the curriculum to cover its wide range of topics and there should be a strong emphasis on relationships, rights, responsibilities, negotiation and communication skills, and accessing services. Respect for a range of values and beliefs should be promoted, particularly with regard to all relationships, not only those of a sexual nature. SRE should be positively inclusive in terms of gender, sexual orientation, disability, ethnic origin, culture, age, religion or belief. Information should be inclusive and should include lesbian, gay, bisexual and transgender people in examples or discussion. SRE can help children to search for clarity and understanding with regard to mixed messages about gender, sexuality and body image from different sources, including the media.

The Sex and Relationships Education Guidance, published in July 2000 states that;

'Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents may need to be reassured that

the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.'

Basic understanding of sexual consent should be promoted, with the onus on having the skills needed to seek consent and the right to refuse sexual activity, whatever the circumstances. This includes activity and conversations in online contexts. In today's climate pupils' understanding of safety on and offline is vital, as is an understanding of how our on and offline safety and activity is often linked. SRE should equip children with awareness of dangers, and with ways of keeping themselves safe. (See acceptable ICT use policy) SRE embraces links with community health services and other organisations which can support children's learning.

Curriculum Aims

At John Clifford School, we believe that Sex and Relationships Education is a vital part of children's education. It has a key role in the realisation of our school ethos, and the promotion of its values. We aim to deliver a comprehensive SRE programme, which is fully integrated, balanced and consistent.

Delivery of SRE at John Clifford School is carefully considered, and ensures teaching is age and stage appropriate. We aim to equip pupils with the skills to form and sustain positive, enjoyable, respectful, equal and non-exploitative relationships. We aim to foster in our young people an awareness of their roles and responsibilities within different contexts. Teaching also includes children's preparation for puberty, and other physical and emotional changes and challenges they may face.

SRE is inextricably linked to our duty to safeguard all pupils. This considered, we aim to teach children to respect boundaries – their own and others', to understand their rights, and equip them with an understanding of what to do should these rights be disrespected or negated.

The SRE curriculum aligns with National Curriculum Science objectives regarding:

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

Key Objectives of SRE at John Clifford School

The key objectives will be to: -

- Impart knowledge and promote understanding
- Support children in fostering and maintaining loving caring and equal relationships
- Make young people aware of their rights
- Promote understanding of sexual consent, particularly the skills needed to seek

- and understand consent in any sexual activity
- Identify the differences between healthy and unhealthy relationships, between control and co-operation
- Enable the development of social skills and protective behaviours
- To know and understand the range of religious views, perspectives and practices relating to puberty (including menstruation)
- To promote equality and a positive sense of self among diverse pupils
- Understand reproduction and birth within the context of loving and caring relationships
- Equip children with an awareness of the interlinked support networks they have access to
- Ensure that children know how to stay safe on and offline

Inclusion

At John Clifford School we continually strive to meet the needs of all children through SRE. With due regard to the Secretary of State's Sex and Relationships Education guidance (DfEE, 2000), and informed by the guidance laid out in 'SRE for the 21st Century', John Clifford School delivers an SRE curriculum which meets the needs of its diverse pupil population. In order that the curriculum is pertinent and relevant, where possible, pupil and parent involvement may be sought, to influence SRE planning.

There will be no gender bias. Teachers will plan a variety of activities which will help engage boys and girls, matching pupils' learning styles, although single sex groups may be used to encourage discussion and questions. SRE will challenge homophobia and will not assume all relationships are between opposite sexes. Children with special educational needs will not be withdrawn from SRE, unless at the request of a parent (see below).

Although we believe at John Clifford School that SRE is of the utmost importance, parents maintain the right to withdraw their child from any part of the programme, apart from sex education in National Curriculum Science, which is compulsory for all pupils. We would encourage parents to discuss their concerns with their child's teacher before making this decision.

In addition to personal conversations with concerned parents, John Clifford School is committed to consulting parents about the school's overall policy, about the SRE programme as it is delivered, and specifically about the content of SRE in the transition year. John Clifford School is committed to providing partnership and support to parents in their role as sex educators.

Teaching and Learning

All teachers will have some responsibility for SRE. Teaching assistants may support children with SEN. Everyone involved in the teaching of SRE will follow the school policy.

A number of teaching strategies will be used, including:

- the establishment of ground rules with pupils;
- the use of 'distancing' techniques;
- age and stage-appropriate means by which children may ask uncomfortable questions;
- the sensitive response to unexpected questions or comments from pupils through one-to-one discussion, within a class context or in an open school assembly
- the development of skills to manage conflicting views
- the use of discussion, appropriate materials and role play; and
- the encouragement of reflection

As is the case across the curriculum, learning activities will be varied in nature and take into account individual learning styles.

Dealing with questions

Teachers will give pupils the opportunity to ask questions in a variety of ways, groups and settings.

Teachers will establish clear parameters as to what is appropriate and inappropriate in a group context, and will make time for 1:1 conversations where inappropriate material has been raised in a group. Staff will use sensitivity, formal strategies and professional judgement to deal with unexpected inappropriate questions.

Staff will deal with confidentiality and disclosures as outlined in the safeguarding policy.

E-Safety

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. SRE should encourage pupils to think about what they want others to know and see about them, whether on or offline. It should also educate them about the length of time images of them and information about them can remain online.

Language and technology change fast, but that shouldn't prevent teachers from addressing the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum, but doesn't cover the important relationship aspects, so it is vital to co-ordinate with colleagues responsible for the computing curriculum to ensure coverage is consistent and comprehensive.

Reflection

Reflection will be an important part of SRE both in assemblies and in specific lessons so that pupils can consolidate what they have learned and form new understanding, skills and attitudes.

Monitoring and Evaluation of SRE

SRE provision will be monitored and evaluated by a curriculum team, responsible for the 'Health and Wellbeing' aspects of the National Curriculum, including wider community links. This will be directed by the PSHE subject leader. Monitoring and evaluation will seek to establish that good quality provision is maintained, and the SRE curriculum is kept up-to-date and flexible, in order to meet pupil needs. It will include evaluation of staff training needs, and the delivery of training to meet these needs.

Parents

It is our view that parents should be kept fully informed about SRE at John Clifford. They will from time be consulted about the SRE curriculum; for example a letter will be issued to parents to explain that, in Years 5 and 6, work to prepare pupils for puberty will be undertaken. Although it is the view of John Clifford School that SRE is an important part of education, parents maintain the right to withdraw their child from SRE. As previously mentioned, parents considering the withdrawal of their child are strongly encouraged to discuss their decision with their child's teacher.

Confidentiality

All involved in SRE of children at John Clifford School will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Teachers will be aware that effective SRE, which delivers an understanding of what is and is not

acceptable, can in some cases lead to the disclosure of child protection issues.

Everyone involved in SRE will be alert to signs of abuse and report concerns or suspicions as outlined in the child protection policy and the safeguarding policy. (See Safeguarding and Child Protection Policy)