



**Willow Tree Primary School  
Policy for Sex and Relationships Education (SRE)**

<b>Document Status</b>			
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<b>Date of Policy Creation</b>	<b>Nov 2016</b> Reviewed May 2019	<b>Responsibility</b>	<i>PSHCE Manager and Governing Body</i>
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<b>Method of Communication (e.g. Website, Notice board, etc)</b> <b>Website and paper</b>			

**This policy links to:**

- Child protection policy
- PSHE policy
- Teaching and learning policy

**Sex and Relationships Education**

Sex and Relationships education is considered an important aspect of children’s learning at Willow Tree Primary School. We believe that the people best placed to address these issues, in accordance with their own beliefs and values, are the children’s parents or carers. However, as with all areas of learning, the school work in partnership with parents to develop the whole child. SRE forms an important part of our curriculum through the development of learning skills, scientific understanding, intercultural understanding and social skills.

Teaching of SRE reflects the ethos of Willow Tree and as such will provide inclusive and creative learning opportunities; prioritise partnership with parents and carers; develop regard for family, friends and community; celebrate individuality; develop children’s independence and prepare them for their next life stage.

**The objective of SRE in North Yorkshire (from NYCC Guidance)**

The objective of SRE is life long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of 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 and to enable pupils to take responsibility for their sexual health and well-being.

**Aims of SRE at Willow Tree**

- Prepare children for their next life stage including physical, social and emotional changes.
- Equip children with the scientific knowledge to understand and discuss their own bodies.
- Develop children’s abilities to manage their relationships and emotions.
- Engender tolerance of difference through understanding and respect.

- Develop children’s learning skills such as discussion, comprehension and reasoning.

### **Learning objectives related to SRE**

These are the objectives for all children by the end of KS2. Teaching across KS2 will allow content to be graduated, age appropriate and build on previous knowledge. Teachers may split learning objectives into smaller parts to make them more appropriate for the individuals they are teaching.

- Understand that growing and changing are part of life.
- Know and use the correct names for body parts.
- Understand changes that take place in boys and girls during puberty
- Understand what responsibility means and how it changes as we grow and change.
- Understand the biology behind the menstrual cycle.
- Identify strategies, people, organisations and places that can keep me safe.
- Know the emotional changes that may take place during puberty and begin to understand their connection to hormones.
- Know strategies to manage the emotions and changes of myself and people around me.
- Understand how humans reproduce and relate this knowledge to knowledge about puberty.
- Understand how a baby grows in the womb and how parents can care for the baby both before and after it is born.
- Understand how relationships change as we grow and develop my ability to create appropriate and positive relationships.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including teaching and learning. The Headteacher’s responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the government legislation.
- Liaise with staff to ensure the effective delivery of the SRE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around SRE issues.
- Act upon any concerns which may arise from pupils disclosure during SRE sessions.

### **Teaching staff**

- Ensure the implementation and quality of long term and medium term SRE schemes of work.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around SRE.
- Access appropriate training.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with any service provision to support aspects of sexual health.

### **The Parental Right to withdraw their child from SRE lessons**

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents who have any concerns are encouraged to speak with Mrs Davey/Mrs Tillyard/their child's class teacher to see if concerns can be addressed without the need to withdraw children. If the decision is made to withdraw a child. they will be provided with alternative work for the duration of the lessons.

### **External agencies**

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| <ul style="list-style-type: none"><li>• Advice and support can be given by the School Health Team</li><li>• Advice and support can be given by the NYCC Advisor for SRE (Currently Katherine Bruce)</li></ul> |
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### **Delivery of SRE and the Curriculum and Additional Needs.**

SRE is delivered through cross curricular lessons with both PHSE and Science content. It may also be addressed in other subjects such as Literacy through comprehension or writing exercises. It is always possible that questions will come from children at any time over the year. At these times the subject will be dealt with appropriately to the children's maturity and in accordance with the policy.

Training will be provided to staff in accordance with their needs identified through Performance Management or phase discussions. This can be provided internally or through advice given by the Quality and Improvement Team at NYCC.

Like many curriculum subjects, SRE will be taught in variety of ways. Children may take part in discussions, writing activities, role plays, watching or reading information and others. They may work in groups, pairs or individually and with differing levels of adult support. They will work and discuss in both mixed and single sex groups. Children are encouraged to be active and reflective in their learning.

SRE will largely be delivered by the children's class teachers who are best placed to adapt teaching for individual needs. Teaching will take into account children's prior knowledge, SEN, maturity and emotions around the subject. Teachers will help children feel comfortable discussing these topics both in SRE lessons and in the future. All SRE teaching reflects values of mutual respect, equality and loving relationships as well as the children's own rights and responsibilities.

Resources, such as videos, booklets, websites and information sheets, have been chosen to reflect the ethos of the school and the content of this policy. They show a balanced view of different genders, races, sexualities and abilities. Resources will be regularly reviewed to ensure they are

up to date and scientifically accurate as well as appropriate and relevant for the age they are being used with.

### **Diversity**

Teaching takes culture, religion, race and background into account and presents a balanced and factual view. Teaching is underpinned by the belief that decisions and beliefs are personal to each person and should be based on respect and concern for safety for ourselves and others. Children will be expected to respect the views and practices of others. They are not expected to take on specific beliefs, values or practices but will be encouraged to develop their own with the support of their family.

### **Sexual orientation**

Teaching about families and relationships will be broad and equal allowing children from all family set ups and experiences to be included and catered for. Willow Tree is proactive in preventing homophobic or sexist bullying by developing understanding and respect. As stated in relation to diversity, children will not be expected to take on specific beliefs, but instead to develop respectful relationships with everyone. Reference to sexual orientation is intended to develop children's understanding of loving and appropriate relationships.

### **Assessing, monitoring, evaluating and reviewing SRE**

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. The school's Curriculum leader will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governing Body. The Inclusion Team alongside any identified teacher with an expertise in SRE is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

### **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed annually for the following purposes:  
To review and plan the content and delivery of the programme of study for SRE.  
To review resources and renew as appropriate (see further guidance in appendix 2).  
To update training in line with current guidance and staff identified needs.

### **Safeguarding and Confidentiality**

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to

guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.