

Cavendish Road Community Primary School Sex & Relationship Education (SRE) Policy

1. Introduction – context

This policy forms an appendix to our PSHE policy and should be read in conjunction with it.

2. Legal/ National Requirements

a) National Curriculum Science – Sex Education (statutory)

The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of SRE (see section 8. Implementation)

b) National Curriculum PSHE – Sex and Relationship Education (non-statutory)

It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of personal safety, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of SRE

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school governing body's responsibility, in consultation with the Head teacher, to ensure that the policy is developed and made available to parents/carers for inspection.
- All maintained primary school governing bodies must decide whether SRE should be included in their school's curriculum and, if so, what the educational provision should consist of and how it should be organised. They must keep a written record of their decisions.
- All parents/carers have the 'right to withdraw' their children from all or part of the school's SRE programme except the formal SRE elements found in the statutory National Curriculum Science (see section 8. Implementation).

c) Additional relevant legislation: The Equality Act (Sexual Orientation) Regulations 2007, including Provision of Goods and Services to Lesbian and Gay Men /Young People

The teaching in SRE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriately with issues around sexuality.

For more information see:

www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/guidanceforschools/

d) Section 28

This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality

e) OFSTED

Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school's Sex and Relationship Education Policy.

3. School Background

Cavendish is located in a busy multi-cultural community 4 miles south of Manchester city centre.

- 15 ethnic groups are represented in school
- 45.1% from white British backgrounds.
- Numbers of Black African Somali, Black Caribbean, and Arabic heritage pupils have increased since 2006.
- Based on IDACI, the percentage of pupils in the top 10% most deprived in England is 45%
- According to Acorn geodemographic categorisation 40% of families are "hard pressed", 39% are classed as "urban prosperity" and 1% are "wealthy achievers", which demonstrates a wide socioeconomic span.

4. Ethos and Values

Our distinctive aim is "creating brilliant citizens". We want our children to thrive and enjoy learning, and to be given opportunities to develop their individual gifts and talents so that they fulfil their potential and actively contribute towards their community. At Cavendish, our mission is to develop every aspect of each child entrusted to our care, ensuring that their abilities, skills, gifts and talents are fully nurtured. We respect and celebrate the cultural, ethnic, religious, social and linguistic diversity which is a key strength of our school, and see this as the starting point for global citizenship. We want to work with the parents and carers of our pupils because we believe that we achieve more when we work together.

We want our children to:

- Feel valued, respected and safe in their school
- Develop enjoyment in learning because they find learning fun and rewarding
- Achieve their potential in all areas so that they have firm foundations for future economic well being
- Have equal opportunities to experience a wide range of curriculum and enrichment activities
- Have a voice in school that helps us to improve things for them
- Leave us as healthy, secure, confident and articulate young people who enjoy new challenges, show respect and understanding to others and are ready for the next phase of their lives
- Make a positive contribution to the local, national and international communities in which they live and work

The SRE curriculum will reflect the values of our school/PSHE programme and will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil should receive their full entitlement to SRE* regardless of their gender, race, ethnicity, faith or sexual orientation (see 'right to withdraw' in Legal Requirements and Guidance)

5. Definition

According to the Sex and Relationship Education Guidance, SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance for family life of stable and loving relationships, respect, love and care.

Through Sex and Relationship Education at Cavendish, we aim to raise the self esteem and aspirations of pupils. A normalising approach is taken to teach children about body and emotional changes at puberty. Lessons also take place about personal safety and personal hygiene.

6. Aim and Objectives

Aim:

- Contributing to the foundation of PSHE, the school's SRE programme aims to 'inform children and young people about relationships, emotions.' and should 'enable them to develop personal and social skills and a positive attitude to health and well-being'.

Objectives:

The SRE programme will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills;
- Encourage the exploration and clarification of values and the development of positive attitudes.

7. Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents/carers, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

8. Implementation

a) Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

National Curriculum Science

Key Stage 1

- Animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body
- That humans can produce offspring and these grow into adults
- Children should recognise similarities

Key Stage 2

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

At Cavendish Primary, we use the Manchester healthy schools “Growing and Changing Together” curriculum, from year 1-6. This consists of 6 lessons for each year group, covering personal identity, self esteem and confidence, friendships and relationships, growing up, body changes, hygiene and personal safety.

b) Dealing with difficult questions

We recognise that SRE can raise a wide variety of questions from children, some of which may not be appropriate for their age. Prior to the lessons being taught, all staff will use ground rules and boundaries. These will include:

- No personal questions (of staff or each other)
- Questions must be relevant to the content of the lesson
- Use the ‘Ask It Basket’
- Confidentiality (*safeguarding)
- Respect
- Appropriate language

Most tricky questions will fall under one of the following headings:

- Silly questions: In this case, the child should be reminded of the ground rules and the question should not be answered.
- Concerning questions which may indicate a safeguarding issue: In this case, school safeguarding procedures should be followed.
- Genuine but age inappropriate questions: A question is deemed as age inappropriate if the answer to it is not contained within the curriculum for the year the child is in. In this case, the child can be told that the information they have asked for is not in the curriculum for their year group, and they can be told that it will be covered in Year X, as appropriate. Teachers can advise the child to ask their parents/carers more about the issue. In some instances the teacher can also advise parents/carers of the question the child has asked – they can decide together how best to approach the issue. This latter approach will depend on a secure knowledge of the family concerned.

c) Dealing with difficult topics

When dealing with more difficult topics, an inclusive and normalisation approach will be taken.

- An inclusive approach will be taken with regards to issues such as lesbian, gay, bisexual and transgender sexuality to reflect the vast diversity of families and which values all family types and all children, regardless of their emerging sexual orientation.
- In the case of questions around masturbation/wet dreams a normalising approach will be adopted, so as to not stigmatise young people who may have experimented. Therefore the non-edited video clip in year 5 will be shown. It will be highlighted that it is nothing to be ashamed of, and that it should be done privately.
- Questions often arise in relation to how babies are born and made. To address these questions and to ensure children are given accurate information, two extension lessons will be taught in year 6 titled ‘How babies are born’ and ‘How babies are made’

c) Use of Visitors

Growing and changing is delivered by teachers and school nurses together. All teachers and school nurses have been trained by healthy schools

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy and under the instruction of the head teacher, however when they are in their professional role such as the school nurse in consultation with an individual pupil, they should follow their own professional codes of conduct.

d) Working with Parents and Carers

Each year, healthy schools will offer 2 awareness sessions to parents/carers (one for 1-3 and a separate session for 4-6) These sessions will outline the content of the curriculum and parent's right to withdraw. We will time the sessions to ensure that as many parents as possible can attend, and can offer separate sessions for mums and dads if requested.

In the situation where children are withdrawn from SRE lessons, we require parents/carers to collect their child just before the start of the session and bring them back to school at the end.

e) Dealing with the Media

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher. The Headteacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

9. Monitoring, Assessing and Reviewing (refer to section 9 in PSHE Policy)

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. We will ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community should be consulted and given the opportunity to review and assess the policy, this includes pupils, parents/carers and staff.

10. Relationship with other policies

a) PSHE

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

b) Anti-bullying

This policy is linked to our broader policy on anti-bullying and equality.

c) Child Protection

If any disclosure occurs during a SRE lesson, or concerns are raised, teachers will follow the school's procedure for Child Protection.

d) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

11. Breaches of the Policy (refer to section 11, in the PSHE Policy)

All staff are under a contractual obligation to uphold the policy as with all other school policies.

12. Date and Review of the Sex and Relationship Education Policy

The governors agreed this policy on(date) and it will be reviewed in partnership with staff, parents / carers and students again on(date) unless there are changes in National or Local Guidance.

For further support on Sex and Relationship Education contact 0161 882 2303