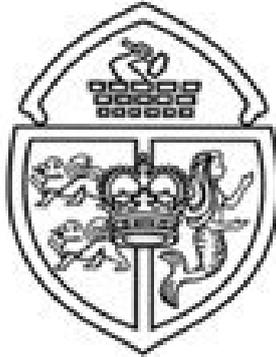


# YENTON PRIMARY SCHOOL



## SHRE POLICY

**“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It 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.”**

*SRE Guidance – DfEE 2000*

Policy written in June 2015  
Accepted by Governors on 21<sup>st</sup> October 2015  
For review in October 2017

## **Context**

### **Background**

Yenton Primary School is a 4 to 11 school serving Erdington and surrounding areas. There are currently 372 children on roll.

We have children from a wide variety of cultural backgrounds and some children who have English as a second language. 33% of the children are eligible for free school meals. We have a range of abilities within the school, including pupils with additional needs, i.e. gifted and talented; autistic spectrum; ADHD; dyslexia; and some statemented children.

Yenton primary has achieved Healthy Schools Status and is committed to maintaining a high level of provision to support, develop and maintain the health and well-being of pupils, staff and other relevant members of the school community.

### **Rationale**

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Yenton Primary have overseen the production and development of an SHRE policy which will be made available to parents and have decided to deliver an SHRE programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that SHRE in the primary school can make to government health targets around the reduction of teenage pregnancies and Sexually Transmitted Infections. SHRE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

In Erdington the rates of teenage pregnancy are above the national average and are relatively high. There are some support services for young people in the local community but Yenton realises the role it must play in supporting the health and well-being of children within the school.

### **Policy Formulation**

This SHRE policy has been developed using a whole school approach in line with the requirements of the National Healthy Schools Programme. Consultation has taken place with representatives from all members of the school community.

The policy will be reviewed on a bi-annual basis. This review will be led by the PSHE Co-ordinator.

### **Roles and Responsibilities**

The PSHE Co-ordinator has the following responsibilities:-

- To lead the bi-annual review of the SHRE policy
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the SHRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SHRE

The PSHE Governor has the following responsibilities:

- To ensure that an up-to-date SHRE policy is in place and is made available to parents and for inspection
- To ensure that the SHRE policy and curriculum are in line with the DfEE SHRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support SHRE, is doing so in line with the school's SHRE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

## **Links to other relevant policies**

The SHRE policy links to the following school policies:

- Equality
- PSHE
- Confidentiality and Child Protection
- Special Educational Needs

Wider Agenda:

The Wider Agenda SHRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SHRE Policy contributes to meeting local and national priorities as described in strategies such as: • Every Child Matters • Sexual Health Strategies • Looked After Children • Children and Young People's Plan • HIV and Sexual Health Strategy • Safeguarding and Child Protection

## **Aims and Objectives**

### **Aim:**

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships

## **Objectives:**

- To develop an awareness of the importance of relationships and enable children to practise skills that will help them to build and maintain them
- To provide factual information on human reproduction and birth
- To encourage respect for difference and diversity
- To prepare young people for the physical and emotional changes associated with puberty
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance
- To ensure that all young people know who can support them and how to access this support
- To work in partnership with, and support the role of, parents
- To model positive relationships throughout the school
- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences
- To promote, and encourage children to make, healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts throughout the school

## **Moral and Values Framework**

Through the SHRE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, Yenton primary aims to promote and foster the school's agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and celebrated
- Love, commitment, trust, loyalty, respect are important for close relationships

## Equal Opportunities

Yenton Primary encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of SHRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (see also Equality policy)

Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

*We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the SHRE curriculum and resources.*

## **Working with Parents\***

We recognise that parents are key partners in our delivery of a comprehensive SHRE programme for pupils at the school. The SHRE we deliver is designed to support the important role of parents in this area.

When a child starts at the school the parent/carer can read a full version of the policy on request from the school office or on the school website. Before a unit of work on SHRE begins in Years 5 and 6 we will write to parents outlining the content of the unit and when the sessions will be delivered. Parents are welcome to view any resources to be used by asking their child's teacher

If parents have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher. Legally parents have the right to withdraw their children from SHRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver SHRE at home.

## **Consultation**

In order to ensure that the SHRE policy remains relevant and incorporates the views of all key stakeholders there will be an ongoing process of consultation.

# SHRE Curriculum

## Planning

In planning the SHRE programme we have used learning outcomes suggested by Ofsted in their report on SHRE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also consulted the manual 'Laying the Foundation' SHRE in primary schools and given due regard to the SHRE guidance issued by the DfEE in 2000.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

### SHRE Curriculum Planning

SHRE is only part of the PSHE, R.E. and Science curriculum. It is outlined in our medium term plans and gives a planned unit of progressive skills and learning for each year group.

SHRE is will be taught in all year groups, it will be age appropriate and will build on knowledge from year to year :

The focus in Y3 will be; building successful friendships, body language, how our actions affect others, making choices, building self esteem, similarities and differences

The focus in Y4 will be; growing up – growing taller, being more skilful, hopes and dreams for the future, Emotional Literacy – resolving conflict, celebrating our differences, good to be me, and friendship

The focus in Y5 will be; The human life cycle, how our bodies change through puberty, personal hygiene, identification of sexual organs, building self esteem, and building good relationships.

The focus in Y6 will be; how babies are made, how babies are born, the emotional and physical changes in puberty, dispelling myths, reassuring children and addressing concerns and worries.( use of Bham LEA SHRE agreed education package)

### Contribution of SHRE to teaching in other curriculum areas

The skills that children develop in SHRE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

### Teaching SHRE to children with special needs

Children with specific learning needs are able to access the SHRE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom.

## **Delivery**

The formal SHRE programme will be delivered in each year group through the weekly half hour-long PSHE session. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. There will also be opportunities for more informal SHRE through assemblies, circle-time, story-telling, pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the school setting.

We recognise that SHRE sessions require the use of a range of practical and interactive teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SHRE at Yenton Primary include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Extension activities will be provided for pupils who need these.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SHRE will be delivered in the main by class teachers, with support from the school nurse and relevant outside speakers. For the puberty sessions in Years 5 and 6 we will endeavour to ensure that male pupils have access to an appropriate male member of staff who can give information and answer questions.

We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. We consult with pupils and parents on whether they prefer this information to be taught in single gender or mixed gender groups. There may be occasions where groups of children, particularly those with additional learning needs, are taught SHRE in smaller groups or individually in order to maximise their learning. They may also have additional support from a learning support assistant.

## **Resources**

Resources are chosen by the PSHE Co-ordinator who ensures that they reflect the needs of children within the school. The PSHE Co-ordinator consults national and local guidance on appropriate SHRE resources and then judges their suitability for use with our children.

PSHE throughout the school is supported by the use of the SEAL (Social and

Emotional Aspects of Learning) and PATHS (Promoting Alternative Thinking Strategies) programmes. SHRE has three main elements:

- **Attitudes and values:** learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making
- **Personal and social skills:** learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse
- **Knowledge and understanding:** learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.

We will remain flexible in our choice of resources and may select others to suit the needs of particular individuals/groups. Teachers will adapt resources to fully address the needs of all children within their class.

## Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

### Sensitive Issues

a) Puberty We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SHRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

b) Contraception We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's SHRE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will

enable pupils to further understand the responsibilities of adult life. We have also decided to address this issue directly in very broad terms as part of the taught SHRE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception. There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STI's) and HIV/AIDS We will not teach directly about STI's, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation We understand our responsibility to ensure that SHRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SHRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/ren
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated class group agreement
- All staff have considered questions that may be asked in SHRE sessions, discussed suitable answers and practised responding to questions in a role-play situation.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to the school nurse.
- In all PSHE/SHRE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.

## **Use of Outside Visitors**

Puberty sessions in years 5 and 6 will be co-delivered by the class teacher and school nurse (depending on availability). The school nurse will also run a separate session with girls in these year groups on the practical issues around menstruation, ie. sanitary protection methods, how to dispose of waste, etc.

## **Absences**

Because the school's SHRE provision puts an emphasis on re-visiting themes over a number of sessions, it is unlikely that a child will fall behind significantly if they miss one lesson. In the event of a child being absent for a longer time period we

will provide opportunities for the child to „catch-up“ with any missed SHRE sessions. It is planned that the school nurse or a teaching assistant will support the child in this instance.

## **Staff Training**

Staff training on SHRE is co-ordinated by the PSHE/SHRE Co-ordinator. Future training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Head Teacher. There may also be occasions where training needs are identified through our process of lesson observation. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via the regular staff meeting.

## **Monitoring and Evaluation**

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

After each topic pupils will complete an evaluation questionnaire which will focus on content, resources, and delivery styles. The results of the questionnaires will feed into the bi-annual review process.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes.

Parents will be informed of their child's progress in PSHE/SHRE through the annual report.

## **Safeguarding Children, Confidentiality and Child Protection**

All staff members at Yenton Primary have a duty to safeguard the well-being of children.

At Yenton Primary we recognise that the open discussion associated with PSHE/SHRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school's Child Protection Co-ordinator. The Child Protection Co-ordinator will then work in line with the relevant school policies in terms of any further action that may be taken. Within PSHE/SHRE sessions it is made clear to the children that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy.

## **Provision for young women's menstruation needs**

Some female pupils may begin menstruation before the main puberty sessions in Years 5 and 6, we therefore feel it is appropriate to inform pupils about menstruation from year 4 upwards. This will be done in an age-appropriate fashion and without causing alarm. We recommend that parents also talk to their female children about menstruation, the school nurse is able to supply you with information and support.

Sanitary disposal units are available in the staff toilets. All female pupils from Year 4 upwards and their parents are informed that sanitary protection and spare underwear can be obtained from the school in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies, however parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the SHRE curriculum to encourage empathy.

## **Information for Staff and Pupils on local support services**

It is hoped that pupils will feel able to approach parents, staff, or the school nurse with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage pupils to discuss issues with parents.

However we recognise that some pupils may feel more comfortable accessing other agencies/sources of information. Therefore the school provides a pupil health and wellbeing notice-board displaying telephone numbers and web addresses of appropriate sources of confidential support. The notice-board is situated outside the main hall.

Through the comprehensive PSHE curriculum pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

All staff within the school are able to signpost children to age-appropriate support agencies, and are kept updated on local services by the PSHE Co-ordinator via staff meetings.

## Dissemination

SHRE policy copies are available from the school office, in the reception area, and in the staff room. Staff are encouraged to consult school policies on a regular basis and to consider them to be working documents. All staff were briefed on the final version of the SHRE policy at a staff meeting.

The PSHE Co-ordinator has briefed the Curriculum committee of the Governors on the main points of the policy and this will be repeated if/when changes are made to the policy. Governors are able to access school policies via the school office.

Parents are able to access the full SHRE policy on request from the school office. The policy content will also be a feature at the annual parents evening.

## Documents Referenced in this Policy

The following documents were referenced during the development of this policy: Sex and Relationships Education Guidance DfES 0116/2000  
Sex and Relationships Education, Guidance for Nottinghamshire primary, secondary and special schools.  
National Curriculum Science orders and PSHE Framework  
Learning and Skills Act 2000  
Ofsted Report on SHRE 2002  
Laying the Foundations – SHRE in primary schools – NCB, 2006

***\* The term parents is used in this policy to describe all adults who have the responsibility for caring for a child within the school***