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SECTION ONE

2. Purpose of policy

The purpose of this Policy is to act as a central reference point to inform the school's role and responsibilities in SRE in relation to the teaching, content and organisation and the consultation with parent/carers.

This Policy will be of relevance to teachers, school staff, parent/carers, health professionals, visiting speakers, and partner schools.

It is consistent with the values and ethos of Winton Primary School and is part of a wider framework of policies aimed at providing a safe, supportive and stimulating learning environment, including such issues as health and safety; safeguarding, child protection; behaviour management; equal opportunities; confidentiality; special educational needs; drug and alcohol issues and providing pastoral support.

3. The definition of SRE

Provision of SRE is part of an individual's lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health generally.

SRE is taught throughout school life and it aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and explains how to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their own self-esteem and confidence.

4. Roles and responsibilities in school

All teachers and the senior leadership team are responsible for delivering SRE. SRE is monitored and reviewed by the deputy head teacher and the Governors through the curriculum committee.

At Winton Primary School, we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about their own responsibility to care for their bodies and protect themselves from physical and emotional harm.

'Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. If a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always talk to the designated child protection lead.'

The legal age for sexual consent is 16. Staff may believe that under 16 is too early but the law does not wish to criminalise young people who are in a mutual sexual relationship. If a young person discloses that they are in an underage sexual relationship it may be appropriate although not a legal requirement, to assess whether there are any serious consequences. Any cases of concern should be discussed with the child protection lead of the school.'

All staff necessarily have an obligation to pass relevant information on to the school's child protection lead, Andrew Rigby (head teacher) if any disclosed information **is** indicates that a pupil is at risk from themselves or others, by abuse or exploitation (refer also to the Child Protection and Safeguarding Policy).

Furthermore, we have a duty to report concerns about girls at risk from FGM or where we know that FGM might already have been performed.

5. Staff development (including FGM training)

All staff receive SRE and FGM training from the Christopher Winters team and are supported in delivering lessons in class by the Deputy head teacher and the inclusion for achievement team (HLTA and Learning Mentor).

6. Confidentiality

All staff working with pupils cannot offer or guarantee unconditional or absolute confidentiality at all times.

As above, all staff necessarily have an obligation to pass any information on to the appropriate person within the school namely the child protection lead, (Andrew Rigby) where any disclosed information **is** indicates that a pupil is at risk from themselves or others by abuse or exploitation (refer also to the Child Protection and Safeguarding Policy).

At all times, staff in the classroom establish an environment with boundaries where pupils feel safe and respected whilst at the same time protecting privacy. Pupils are reminded during lessons that if they divulge anything that suggests behaviour which is detrimental to their health or safety then this information must and will necessarily be passed on to the appropriate authority. In class, pupils are encouraged to use 'distancing techniques' in their language, such as speaking in the third person when sharing in a discussion.

In 'one to one' situations a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupil was at risk of harm or abuse to themselves or others.)

7. Parent/carer's rights and partnership with home and school

- The SRE programme is available for parents/ carers on the school website within the curriculum section
- The Policy is available on the school website and from the school office.
- There are special parent workshops where the SRE programme is discussed during the summer term
- Before SRE lessons in years 1 to 6 a letter to parent/carers is sent out describing the SRE their children will cover. In this way, parent/carers can be prepared to answer questions at home. (See appendix: Letters to parents)
- Parents' can arrange 1 to 1 meetings with the deputy head teacher to discuss any concerns or questions they may have

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). Parents do not have the right to withdraw pupils from science. The aspects of SRE taught in science are the minimum that maintained schools and academies are expected to teach pupils.

If parents approach the school to withdraw their child from sex education they will be invited to have a meeting with the Deputy head teacher to express their concerns and be shown the SRE policy and informed what the National Curriculum content is and what content their child can miss out on.

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. However, this cannot be guaranteed if there is impromptu discussion at other times in class. All pupils will be taught aspects of SRE in Science.

(See appendix: Science National curriculum sex and relationships education)

SECTION TWO

The practice and provision for SRE in school

The aims of SRE are to:

- ensure that pupils are able to make informed, healthy choices, to develop healthy and respectful relationships and appreciate the benefits of a healthy and happy lifestyle now and in the future
- enable pupils to communicate effectively by developing correct terminology for parts of the body and sex and relationships issues
- provide information about sex and relationships, explore different attitudes and learn to practice skills that will enable them to stay confident and safe
- help pupils develop personal and social skills to keep themselves safe from harm, both on and off line, enjoy their relationships and build confidence in accessing support and help
- provide accurate information which includes where to go for support and help
- encourage pupils to think and talk about their feelings, beliefs and values and compare these with those of their peers
- give pupils a better understanding of diversity and inclusion, a reduction in gender- based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitive relationships

- support the developing awareness of pupil's sexuality and help them feel confident about their bodies
- encourage pupils to behave responsibly within relationships and understand the consequences of their actions
- reduce early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

The organisation of SRE

SRE is taught within the Spring or Summer term depending on the class needs using Christopher Winters Resources.

Coverage:

Year Group	Theme	Learning Outcomes
Reception	Our Lives	<ul style="list-style-type: none"> • The routines and patterns in a typical day • Why it is important to keep ourselves clean • Who is in our family and how members of the family help each other
Year 1	Growing and Caring for Ourselves	<ul style="list-style-type: none"> • How to keep clean and look after ourselves • Learn that babies become children and then adults • The differences between boy and girl babies • There are different types of families and who to ask for help
Year 2	Differences	<ul style="list-style-type: none"> • the concept of male and female stereotypes • the differences between males and females babies (using scientific vocabulary) • describe some differences between male and female animals • name the male and female body parts using scientific vocabulary
Year 3	Valuing Difference and Keeping Safe	<ul style="list-style-type: none"> • name the male and female body parts using scientific vocabulary • personal space • understand all families are different and who we can ask for help and support
Year 4	Growing Up	<ul style="list-style-type: none"> • The human lifecycle • The body changes that happen when a child grows up • Understand some of the changes that happen during puberty • Understand that children change into adults
Year 5 <i>Pupils are taught in gender groups Boys/ girls by a teacher of the same sex</i>	Puberty	<ul style="list-style-type: none"> • the main physical and emotional changes that happen during puberty • understand how puberty affects the reproductive organs • how to stay clean during puberty • how to cope with your emotions during puberty • know how to get help and support during puberty
Year 6 <i>Pupils are taught in gender groups Boys/ girls by a teacher of the same sex</i>	Puberty, relationships and reproduction	<ul style="list-style-type: none"> • how and why the body changes during puberty in preparation for reproduction • the decisions that have to be made before having a baby • know some basic facts about pregnancy and conception <p>Also including the NSPCC – PANTS campaign</p>

At Winton School we ensure that teaching SRE

- is developmental and appropriate to the age and needs of every young person
- is part of a well planned programme, delivered in a supportive and respectful atmosphere, where pupils feel comfortable to engage in open discussion and feel confident to ask for help if necessary
- sets out boundaries for discussion and raises issues of confidentiality which are discussed before SRE lessons begin
- uses the correct terminology in clear language to enable everybody to understand fully and also avoids using prejudiced based language
- refers to the need to keep ourselves safe including online (refer to Online Safety Policy)
- encourages, by means of a variety of teaching methods and strategies used in the classroom lessons interaction, involvement and questioning; namely, working individually, in pairs and/or in groups; by having discussions; by role play exercises; prioritising issues; quizzes; research; case studies; games; circle time and by arranging visiting speakers
- is also by means of distancing learning techniques such as role play, third person case studies and by use of an anonymous question box when engaging pupils on sensitive issues.

Inclusion

- All children and young people whatever their experience, background or identity are entitled to good quality SRE that helps them build confidence and a positive sense of self.
- Respect for themselves and each other is central to all teaching
- The SRE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience.
- Staff approach SRE sensitively, knowing that their pupils are all different and have different family groupings.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- Staff ensure all pupils including those with SEND are included and can understand the resources used
- SRE caters for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- SRE lessons help pupils to explore issues such as discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships
- Teachers of SRE agree to work within the school's framework for SRE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of SRE.

Date: March 2016

Date to be reviewed: March 2018

Appendix 1

SRE in the National Curriculum Science programme of study

Key Stage 1

- Year 1 Objective: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Year 2 Objective: Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Year 5 Statutory Objective: Describe the life process of reproduction in some plants and animals
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- Year 5 Statutory Objective: Describe the changes as humans develop to old age
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)
See appendix 2 Joint briefing by the Association of Science Education and PSHE Education
- Year 6 Non-statutory objective: Pupils could work scientifically by researching the gestation periods of other animals and comparing them to humans; by finding out and recording the length and mass of a baby as it grows.

Appendix 2

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said:

"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately

taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."

"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

"Pupils should be taught to describe the changes as humans develop to old age"

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

"Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty."

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

Appendix 3

Female Genital Mutilation - FGM

Definition of FGM

"Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons."

World Health Organisation 1997

"Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. "

Department for Education: Keeping Children Safe in Education April 2014

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child's right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

FGM occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.

Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an 'authorised absence' just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and sex and relationships education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM. NSPCC FGM helpline: 0800 028 3550 help@nspcc.org.uk

Appendix 4: Example of Letters to Parent



Killick Street
Islington
London
N1 9AZ
0207 8376096
Date to be added

Dear Parents and Carers,

As part of your child's personal, social health education all classes will be learning about growing up, relationships and puberty. This is an important part of our curriculum and builds on the work exploring friendships, emotions and working together collaboratively that we teach throughout the school year.

In reception the focus is our lives, pupils' learn about:

- The routines and patterns in a typical day
- Why it is important to keep ourselves clean
- Who is in our family and how members of the family help each other

If you would like to find out more about how and what we teach about growing up, relationships and puberty come along to our parent workshops on _____ - in the middle hall.



Nationally parents are very supportive of these lessons and few choose to withdraw their children (0.4%), however if you wish to do so, you are entitled to but please discuss this with myself.

This work is part of the national curriculum and enables children to understand the changes that happen to them as they grow up, dispel myths that may confuse them and supports them to take care of themselves physically and emotionally at this important stage of their life.

Yours sincerely,

Claire Brown
Deputy Head teacher