

# RACK HOUSE PRIMARY SCHOOL

## RELATIONSHIP AND SEX EDUCATION (SRE) POLICY

*A school of excellence which nurtures and inspires all, where success is our achievement.*

### 1. Introduction – context

Rack House Primary School is situated in Wythenshawe and serves a diverse mix of children and families with increasing numbers who are new to the area and the country. The school has 30% of its pupils on free school meals and 10% have been identified as having Special Educational Needs. The Governing Body, in consultation with the Headteacher, has statutory responsibility for SRE within the school.

### 2. School Background

At Rack House Primary School we serve a mixed ethnic community. There are increasing numbers of children joining the school from other ethnic backgrounds. Currently 16 different languages are spoken by pupils in the school. Recently there have been children newly arrived in the country from Eastern Europe, Asia and North America. The school will ensure that sex and relationships education meets the needs of all children within our community.

### 3. Ethos and Values

This Policy has been written to support the school's Vision and Aims and the following statements regarding sex and relationships education:

- Through SRE Rack House Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child,
- SRE at Rack House Primary School aims to prepare children for the responsibilities of later life.
- The SRE curriculum will reflect the values of our school/PSHE programme and will be taught within the context of relationships.
- SRE will encourage children to explore faith, cultural perspectives and sexuality in a respectful way
- SRE will be delivered by trained and confident educators
- SRE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip children with the skills necessary for transition to adolescence

### 4. Definition

At Rack House Primary School we believe that SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex and relationships. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

### 5. Aims

Through the SRE curriculum Rack House Primary School aims to:

- Equip children and young people with the information, skills and values to enable them to understand and cope with the physical and emotional changes that happen during puberty.
- To help children develop the skills and understanding needed to approach their relationships in a positive and confident way.

## **6. Curriculum**

The school's SRE programme uses the Growing and Changing Together curriculum for years 1 to 6

The content covers all of the statutory requirements for SRE required as part of the National Curriculum for Science to all children within school. Alongside this the school recognises that sex education should be more than solely taught through the science curriculum if it is to meet children's needs.

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

### **a) National Curriculum Science – Sex and Relationship Education (statutory)**

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further.

#### **Key Stage 1**

##### **Children should learn to:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

#### **Key Stage 2**

##### **Children should learn to:**

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>**

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

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

The national Sex and Relationship Education Guidance (DfEE, 0116/2000 and Supplementary Guidance 2014) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and social development.

Detailed below is recommend content for non-statutory sex and relationships education as part of PSHE.

#### **Key Stage 1**

- Respect their own bodies
- Private parts
- Differences between males and females
- Naming body parts
- Where babies come from

#### **Key Stage 2**

- The physical and emotional changes of growing up
- Coping with emotions
- How to be healthy and safe
- Conception and how babies develop
- Love and different kinds of relationships
- Gender stereotypes and homophobia
- Puberty

## **7. Teaching**

At Rack House Primary School the delivery and content of SRE is carefully planned by the PSHE co-ordinator and the content will be delivered only by trained members of staff who have attended relevant training provided by The Manchester Healthy Schools lead person for SRE.

The lessons follow the Growing and Changing Together curriculum and are delivered by trained teachers and supported by Healthy Schools Specialist on SRE or by the School Nurse.

At Rack House Primary School specific lessons which cover content on puberty are delivered in single gender groups and where possible of a teacher or health professional of the same gender.

The lessons are delivered in discrete PSHE lessons and adhere to the scheme of work provided through NHS Manchester Healthy Schools.

## **8. Monitoring, Assessing and Reviewing**

To ensure the curriculum content and teaching is effective, the delivery will be assessed and evaluated in the classroom. Pupil evaluation of SRE is carried out via surveys, discussions and assessment against age related expectations. The Growing and Changing Together online monitoring form is used to measure pupil progress.

SRE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils in Rack House Primary School.

## **9 Implementation**

### **a) Dealing with difficult questions**

Within school, clear parameters of what is appropriate and inappropriate are agreed with Governors, staff and parents prior to any delivery-taking place.

At Rack House Primary School we:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

### **b) Dealing with difficult topics**

At Rack House Primary School we use the Growing and Changing resources and cover the content as describe in the lesson plans. We are aware other topics may arise and we will respond by using the 'dealing with questions' guidelines above. The key topics covered are detailed below:

- Puberty changes
- Gender and sexual orientation
- Same sex families
- Pornography
- Sexting

- CSE
- Lesbian, gay, bisexual and transgender sexuality

### **c) Working with Parents**

At Rack House Primary School we work closely with the school community.

The school informs parents when the SRE curriculum is being delivered and they are invited to attend a specific meeting to view the resources used within school.

Parents are informed that they have the right to withdraw their children from the non-statutory elements of sex and relationships education covered as part of PSHE. In the situation where children are withdrawn from SRE lessons, the school will find alternative provision for those children for the duration of the lessons.

## **10 Relationship with other policies**

### **a) PSHE**

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

### **b) Anti-bullying**

This policy is linked to the school's broader policy on anti-bullying. The SRE programme aims to raise awareness about lesbian and gay sexuality. The anti-bullying policy includes strategies to deal with sexual and homophobic bullying in school.

### **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/Safeguarding.

### **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**

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 Governing Body reviewed and ratified this policy June 2017. The next review will take place Summer term June 2020 or earlier if there are changes in National or Local Guidance.