Chadwell Primary School

Sex & Relationship Education Policy

Adopted by Governors: January 2016

Reviewed by: Mrs M Spiceley and Mr L Walker (24.05.2018)

Reviewed: July 2020 – Addendum included

Next review: June 2021 to reflect changes to the new RSE curriculum
Equality objective
As a school, we promote the Equality Act 2010, to ensure equal access for all pupils to all aspects of school life. This means that pupils, staff, governors and other stakeholders will promote the fundamental British Values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

Introduction
Sex and Relationship Education is a vital part of learning for all pupils at Chadwell Primary School. It encourages pupils to:

- Be Healthy – by promoting pupils’ understanding of sexual health and adoption of healthy lifestyles;
- Stay Safe - by helping pupils and staff identify potential sexual exploitation and abuse;
- Make a Positive Contribution – by helping pupils to develop positive relationships in future life, and develop self-confidence and deal with significant life changes and challenges.

Sex and Relationship Education is about gaining lifelong knowledge about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health as part of the Governing Body’s duties related to the curriculum of the school under Section 18(2) of the Education Act 1986. Research demonstrates that good, comprehensive Sex and Relationship Education does not make young people more likely to become sexually active at a younger age.

Context of Our School
Chadwell Primary is a three-form entry school situated between Ilford and Romford, within the London Borough of Redbridge.

The school occupies four main buildings: one for our Nursery children, one for our Early Years and Key Stage One children and two for our Key Stage Two children. Years 4, 5, and 6 are located in the main building and our Year 3 classes are located in the dining room building.

We have a large playground area as well as a separate, self-contained outdoor area for our Nursery and Reception children. We are a school that is expanding and by September 2018 will have approximately 680 pupils on roll. There are three parallel classes in each year group apart from Nursery. All teachers and staff work and plan together to ensure an equal and enriched learning experience for all children.

The school admits a high number of ethnic minority pupils (approximately 94.5%). The largest single group is Indian, followed by Pakistani, African and Bangladeshi. As a result, there has been a rise in the number of EAL learners (approximately 78%) and we have approximately 40 languages spoken in school. The school is a religiously diverse community with Muslims forming the largest religious group, followed by Christian, Hindu and Sikh families.

17% of pupils are eligible for Free School Meals (FSM) and pupils are drawn from very mixed social and economic backgrounds.

The percentage of pupils with SEND is 8.3% and there are a very small number of Looked After pupils in the school.
Moral and Values Framework
At Chadwell Primary School, we believe that:

- every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexual orientation, language special needs and social disadvantage;

- it is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Sex and Relationship Education will reflect the values of the school’s PSHE and Citizenship programme. SRE will be taught in the context of relationships. Different family structures will be discussed, including single parent families, families with same-sex parents, and extended families. In addition SRE will promote self-esteem and emotional health and wellbeing, and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, at school, at work and in the community.

Process for Policy Development
The policy has been developed in consultation with the relevant class teachers and SLT. Methods of consultation included auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

Aims and Objectives for Sex and Relationship Education
The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- to provide the knowledge and information to which all pupils are entitled;
- to clarify/reinforce existing knowledge;
- to raise pupils’ self-esteem and confidence, especially in their relationships with others;
- to help pupils understand their sexual feelings and behaviour so they can lead fulfilling and enjoyable lives;
- to help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- to help children gain the confidence to participate fully in society, and to value themselves and others;
- to help gain access to information and support;
- to develop skills for a healthier, safer lifestyle;
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- to respect and care for their bodies;
- to be prepared for puberty and adulthood.

The Teaching Programme for Sex and Relationship Education Legal Requirements
All schools must teach the following as part of the National Curriculum Science Orders: parents do not have the right to withdraw their child/children from the Science Curriculum; they can only remove them from certain aspects of the sessions.
National Curriculum Science

The 2014 National Curriculum states that the following elements be covered as part of the Science curriculum. These overlap with the Sex and Relationship Education programme, and PHSE elements of the curriculum.

Statutory Requirements

Key Stage 1

Animals, including humans

Pupils should be taught to:
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;
- identify and name a variety of common animals that are carnivores, herbivores and omnivores;
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should be taught to:
- notice that animals, including humans, have offspring which grow into adults;
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air);
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Pupils should be taught to:
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils should be taught to:
- describe the simple functions of the basic parts of the digestive system in humans;
- identify the different types of teeth in humans, and their simple functions;
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Pupils should be taught to:
- describe the changes as humans develop to old age.

Pupils should be taught to:
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- describe the ways in which nutrients and water are transported within animals, including humans.

Such a programme can successfully follow the outline given below:

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.
Key Stage 1
Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE/Citizenship focused sessions, children reflect on family relationships, different family groups, including those with same-sex parents, and friendship. They learn about rituals and traditions associated with birth, marriage and death, and talk about the emotions involved. They begin to co-operate with others in work and play, and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2
In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE/Citizenship focused sessions, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people’s emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressure.

Sex and Relationship Education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

The Organisation of Sex and Relationship Education

Melanie Spiceley is the designated teacher with responsibility for coordinating Sex and Relationship Education. This is monitored and discussed in conjunction with the link governor for PSHE/SMSC.

All members of staff teaching Sex and Relationship Education will receive training from the CWP (Christopher Winter Project). Staff induction in Sex and Relationship Education will be the responsibility of the designated teacher. Any CPD needs relating to this subject will be assessed in conjunction with the CPD coordinator, and whole school inset arranged as and when necessary.

Sex and Relationship Education is delivered through Science, RE, PSHE, Citizenship and English activities. Sex and Relationship Education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children’s full participation is used to teach Sex and Relationship Education. These include use of videos, discussion, looking at case studies, drama and role-play. Clear ground rules for discussion, and disclosures of information by staff and pupils in SRE lessons will be set by staff at the beginning of the sessions.

Sex and Relationship Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach Sex and Relationship Education include fiction, reference books, leaflets and extracts from videos. The main resource used is ‘The Christopher Winter Project’ programme of study ‘Teaching SRE with Confidence at Primary Schools’.

Sex Education will be taught by class teachers in Year 5 as part of the Science topic on ‘Animals, including humans’. They will teach from the Year 4 and 5 lesson plans of the CWP. At primary age, care is needed in matching the teaching to the maturity of the pupils involved, which is not always indicated by
chronological age. The work done in the primary school should deal with the experience of the pupils at their current stage of development and the stage immediately beyond it, and not with matters that are appropriate to older pupils.

(Sex and Relationship Education is monitored and evaluated by the Headteacher as part of the school’s development plan. As a result of this process, changes will be made to the Sex and Relationship Education programmes as appropriate).

The Role of Parents
The school is well aware that the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school’s SRE (sex and relationship education) policy and practice by holding a yearly parents’ meeting;
- answer any questions that parents may have about the sex and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- encourage governors to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parental Consultation
The school includes basic information on Sex and Relationship Education in the school website and full details are available on request. The school informs parents when aspects of the SRE programme are taught and provides opportunities for parents to look at the resources being used.

Parents have the right to withdraw their children from those aspects of Sex and Relationship Education not included in the National Curriculum Science Orders; in these instances, alternative work will be set. If a parent wishes their child to be withdrawn from the non-statutory components of SRE, they should do so in writing and make it clear which aspects of the programme they do not wish their child to participate in. Parents are then required to attend a meeting to discuss this with a member of staff responsible for coordinating SRE or the Headteacher.

This rarely happens. However, working in partnership with parents helps them to recognise the importance of this aspect of their child’s education.

Some parts of Sex and Relationship Education are compulsory as these are part of the National Curriculum for Science.

Dealing with Difficult Questions
Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. The SRE programme facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child’s needs and often the question would be referred back to the parent.
Whilst acknowledging areas of contraception, HIV, Aids, and STDs if they are brought up by the pupil, we do not think it appropriate to study these areas with pupils at this stage of their development and we are not required to teach them. Should questions arise, the teacher will recognise and acknowledge these areas but not discuss them in detail as part of the programme however we may direct the pupil to their parents to answer any queries surrounding these matters.

Child Protection / Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or that he/she is likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse (in these circumstances the teacher will talk to the designated Child Protection Officer).

If the designated CP Officer has concerns, they will outline their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).

Use of Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationship Education, particularly in Key Stage 2.

All visitors will be fully DBS checked by the school to ensure that they meet the requirement of the Health and Safety and Child Protection policies.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationship Education programme (see the Inclusion Policy).

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for Sex and Relationship Education.

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observations, sampling teachers’ planning, questionnaires to teachers and children, and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.

This policy document is placed on the school website for parents to access. Copies are available on request from the school office.

Any change will be reflected on the school website.
Addendum for Redbridge Schools RSE School Policies.

In accordance to the updated announcement shared by the DfE (June 2020) following the impact of Covid-19, Redbridge Schools will be extending the consultation and training period for the Revised RSE and Health Education Statutory Guidance September 2020.

Schools will continue to teach the current RSE curriculum in the academic year 2020/2021 unless otherwise stated by the school.

By Summer 2, 2021 schools will have begun to teach some elements of the revised RSE curriculum. With the view to teach the full revised curriculum from September 2021.

By Summer 2, 2021 each school policy will have been revised and shared with families. The Local Authority and School’s consultation period regarding the revised changes to the curriculum will be complete.