



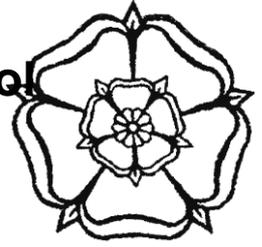
# Thornton-in-Craven Community Primary and Nursery School

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## Sex and Relationships Policy 2020

### **How this Policy was Developed:**

This policy was developed and agreed in consultation with all staff, governors, parents /carers, pupils and various external bodies in 2017. Due to the coronavirus outbreak re-consultation has been delayed but the aim is to consult again on its content in Summer 2021. It takes full account of the school's legal obligations and reflects the national aims and priorities included in the DfES Sex and Relationship guidance 0116/2000.

### **Definition:**

The objective of SRE (Sex and Relationship Education) at Thornton in Craven Community Primary School is to help and support pupils through their physical, emotional and moral development. A successful programme should be firmly embedded within the schools framework for PSHE and the National Curriculum for Science. This will help pupils learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels.

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice.

In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Sexual relationships are considered at Year 5 and 6.

SRE has a number of broad outcomes and specific aims, listed in the following section. SRE helps children learn about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. In addition, SRE can help to support academic achievement.

However, there is also a legal requirement. As well as non-statutory guidelines for PSHE, including SRE, the National Curriculum for Science specifies aspects of SRE that must be taught; **it requires that pupils should be taught about body parts, the human life cycle and reproduction at Key stage 2.**

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

The Education Regulations 1993 require all maintained schools to publish in their prospectus a summary of the content and organisation of any sex and relationship education which they provide.

The 1988 Education Act requires school to:

- promote the spiritual, moral, social, cultural and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

## **Values:**

The aims and objectives of **Thornton-in-Craven Community Primary School** form the values which underpin SRE.

Our values underpin all teaching, in all subjects including SRE; we encourage:

- awareness, understanding and respect for self, including self-confidence and self-esteem
- awareness and respect for others and their views
- consideration and responsibility for choices and actions
- an appropriate set of values to guide their own behaviour and their relationships with others
- responsibility and care for family, friends, school and wider community
- appropriate communication and social skills

## **Aims**

SRE will develop children's personal and emotional development and children's knowledge and understanding

SRE is learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

## **Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemma: and
- developing critical thinking as part of decision –making

## **Personal and Social Skills**

- Learning to manage emotions and relationships confidentially and sensitively
- Developing self-respect and empathy for other
- Learning to make choices based on an understanding of difference and 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
- Learning how to recognise pressure and ways of dealing with it

## **Knowledge and Understanding**

- Learning and understating physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationship

## **Roles and Responsibilities**

### **The PSHE Co-ordinator**

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- liaise with the named governor for SRE
- review / update the policy on a two-year cycle or sooner if necessary.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHE Co-ordinator
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

### **The Governing Body**

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to SRE provision for all pupils. They will continue their involvement through regular evaluation of it.

### **The Teacher**

Teaching children about SRE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with Dfes guidance (2000). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

## **The Teaching Assistant**

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe). They should not work with children outside of the classroom during SRE lessons.

## **External Agencies**

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships or changes.

## **The Parents / Carers**

They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers eg through information workshops for parents / carers.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: *"if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except** in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn."*

Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns.

## **Child Protection and Confidentiality**

It is the responsibility of Thornton in Craven Community Primary School to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils (s175 2002 Education Act). In fulfilling this duty they must have regard to guidance issued by the Secretary of State (\*see references). Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's Senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

## **Organisation, Planning and Resources**

SRE is delivered in line with the National Curriculum for Science, the national framework for PSHE, Dfes Sex and Relationship Guidance and the North Yorkshire Healthy Schools Programme guidance.

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (eg under a heading such as 'My body', 'Growing up', healthy lifestyles etc)
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and impactful.

## **The resources used to support SRE:**

**The school has Teaching SRE with confidence resources to use across the school.  
During Year 5/6 a video and series of class lessons on changes to the body and puberty. Using the Busy Bodies video resources.**

Because SRE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.

## **Assessment and Reporting –**

Thornton in Craven Community Primary School is determined to make the curriculum as relevant to the children's needs as possible. To this end assessments will be made through observation of children and their work and by talking to and discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to SRE learning during the year.

Assessment and reporting of SRE will make reference to learning outcomes in PSHE or Science.

## **Equality of Opportunity**

Thornton in Craven Community Primary School strives to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures.

Young people may have varying needs regarding SRE depending on their circumstances and background. SRE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

## **Varying Home Backgrounds**

At Thornton in Craven Community Primary School, all teaching aims to meet the needs of all children. SRE reflects the realities of children's different lives. This will include, for example, children whose parents have married, divorced or split up and children in public care. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

## **Special Educational Needs**

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally eg what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (eg to read).

## **Gender Issues and Sexual Stereotyping**

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

## **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

## **Monitoring and Evaluating**

The SRE programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- to review and plan the content and delivery of the programme of study for sex and relationships education
- to review resources and renew as appropriate
- to update training in line with current LEA guidelines.

This policy should be read in conjunction with the North Yorkshire document [North Yorkshire Personal Social Health Education \(PSHE\) and Citizenship Guidance for schools including the curriculum entitlement framework](#)