



Oxenhope Church of England Primary School

Sex and Relationships Education (SRE) Policy



Created By:	Date:	Next Review Date:
Alice Jones	October 2019	October 2020

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope CE Primary School, we believe in a broad, balanced and creative curriculum, which provides *each child* with a chance to flourish and achieve their potential by becoming successful, life-long learners who are able to enjoy life in all its fullness. Our Christian ethos, character and values pervade Oxenhope CE Primary ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

Christian beliefs and practices that underpin this policy

<p>Love / Compassion</p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p>Service / Community</p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p>Wisdom</p> 	<p>'Blessed are those who find wisdom, those who gain understanding.' Proverbs 3 v 13 As the children at Oxenhope are faced with situations and dilemmas, we endeavour to teach and direct them to make wise choices which will develop their characters and shape their lives. Wisdom is rooted in a proper reverence for God, the source of all life and values.</p>
<p>Forgiveness</p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p>Courage</p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p>Endurance / Hope</p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p>Truth</p> 	<p>'Instead, we will speak the truth in love, growing in every way more and more like Christ' Ephesians 4 v 15 We teach the children to be full of integrity and honesty, knowing the difference between right and wrong. If they have strong moral principles they will be the much needed light in this world. As Jesus said 'the truth will set you free.'</p>

Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school is committed to ensuring that all pupils, regardless of background, faith or culture, have opportunities to develop holistically, with an understanding of themselves and their place in the world; whilst being empowered to succeed in the future. The school is also committed to respect, tolerance and cooperation with the wider community, and seeks the contribution of all stakeholders in its work.

Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of reproduction contained in the science curriculum.

If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Oxenhope C of E Primary School we teach SRE as set out in this policy.

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, physical development, puberty, diversity and personal identity. The school does not teach sexual health, or sexuality, but does cover diversity of relationships through SMSC and PSHCE.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone puberty and hygiene sessions delivered by a familiar staff member. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, and diverse family relationships.

Roles and responsibilities

The governing body

The governing body will approve the SRE policy, and hold the Headteacher to account for its implementation.

The head of school

The head of school is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way

- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the head of school.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head of school will discuss the request with parents and take appropriate action.

Where appropriate, the Headteacher will seek to liaise with parents to fully understand any concerns or objection to the content of the curriculum.

Alternative work will be given to pupils who are withdrawn from SRE.

Training

Relevant staff are trained on the delivery of SRE as part of their continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or, to provide support and training to staff teaching SRE.

SRE and safeguarding

At Oxenhope we believe that teaching children about safe and appropriate relationships from a young age can help keep children safe this is also recommended in Keeping children safe in education 2019.

Giving children appropriate names for body parts can stop misconceptions when children are reporting abuse and therefore quicken the response to help them. We also feel that reproduction and puberty are topics which children naturally talk about and we feel that children could be vulnerable to misinformation from older siblings, inappropriate adults, the media and their peer group. Talking to the children in a safe environment with adults they

can trust can ensure that they are equipped with medically, factual information which has not been embellished or exaggerated which might scare children and alter their perception of what a safe relationship and sexual experience is like.

Wherever possible we like to work alongside families in discussing such sensitive issues and before puberty lessons in year 5 and reproduction lessons in year 6 we inform parents we will be discussing these issues and therefore parents can speak to their children as well at home.

What children will be taught in each year group

At Oxenhope C of E Primary school we use CORAM Education's SCARF Personal Social and Health Education (PSHE) units of work to help teachers cover vital skills needed.

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – as well as giving teachers everything they need to meet the new Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day.

There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. Teachers tell us that they recognise how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.

SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

Outlined below are the lesson titles for each year groups relationships lesson. These build up over the primary school cycle equipping children with a full range of skills and experiences to keep them safe and give them the correct and appropriate knowledge for their age and in line with government guidance.

Throughout the year

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Me and My Relationships</p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My Feelings</p> <p>Me and my body – Girls and Boys</p>	<p>Secrets and surprises</p> <p>Good and bad touches</p> <p>Unkind, teasing or bullying</p> <p>How are you listening</p> <p>Pass on the praise</p> <p>How are you listening?</p> <p>Sharing opinions</p> <p>Thinking about feelings</p> <p>Having a bad day</p> <p>Who are our special people?</p> <p>Feelings and bodies</p> <p>It's not fair!</p> <p>Good friends</p> <p>Same or different</p>	<p>Respecting privacy</p> <p>My Body, your body</p> <p>Should I tell</p> <p>A helping hand</p> <p>I don't like that!</p> <p>Bullying or teasing</p> <p>Don't do that!</p> <p>Types of bullying</p> <p>Some secrets should never be kept</p> <p>Feeling safe</p> <p>Sharing opinions</p> <p>How are you feeling today?</p> <p>How do we make other's feel?</p> <p>My special people</p> <p>Being a good friend</p> <p>Let's all be happy</p> <p>Fun or not</p> <p>An act of kindness</p> <p>What makes us who we are?</p>	<p>Looking after our special people</p> <p>Danger or risk?</p> <p>Body space</p> <p>How can we solve his problem?</p> <p>Friends are special</p> <p>Secret or surprise</p> <p>Dares</p> <p>Family and friends</p> <p>Respect and challenge</p> <p>Let's celebrate differences</p>	<p>Danger risk or hazard</p> <p>Who helps us stay healthy and safe</p> <p>Know the norms</p> <p>Under pressure</p> <p>Ok or not ok</p> <p>Different feelings</p> <p>Secret or surprise?</p> <p>How dare you!</p> <p>Friend or acquaintance</p> <p>What makes me me</p> <p>What would I do?</p> <p>It's your right</p> <p>Safety in numbers</p>	<p>Body changes – puberty</p> <p>Would you risk it?</p> <p>How are they feeling?</p> <p>Changing bodies and feelings</p> <p>Help I'm a teenager get me out of here!</p> <p>It could happen to anyone</p> <p>Taking notice of feelings</p> <p>Give and take</p> <p>Relationship cake recipe</p> <p>Stop, start, stereotype?</p> <p>How good a friend are you</p> <p>Is it true?</p> <p>Kind conversations</p> <p>Happy being me</p> <p>Qualities of friendship</p>	<p>I look great!</p> <p>What is HIV?</p> <p>To share or not to share?</p> <p>Media manipulation</p> <p>Boys will be boys – challenging stereotypes</p> <p>Making babies</p> <p>Solve the friendship problem</p> <p>Working together</p> <p>Let's negotiate</p> <p>Behave yourself</p> <p>Assertiveness skills</p> <p>Don't force me</p> <p>Acting appropriately</p> <p>Advertising friendships</p> <p>Ok to be different</p>

Lesson Logistics

Up to year 4 lessons are led by the class teacher with support from learning support assistants on occasions.

In year 5 the puberty lessons are taught in single gender sessions by a female member of staff, a male member of staff, the pastoral manager, a learning support assistant and on occasion the school nursing team. There will be a minimum of two adults in these y5/6 sessions to safeguard the school staff. The other lessons will be taught by the class teacher with support from learning support assistants on occasions.

In year 6 the reproduction lesson is taught in single gender sessions by a female member of staff and a male member of staff. These staff members are supported by learning support assistants. There will be a minimum of two adults in these y5/6 sessions to safeguard the school staff. The other lessons will be taught by the class teacher with support from learning support assistants on occasions.

Monitoring arrangements

The delivery of SRE is monitored by the school's Leadership Team through:

- Planning scrutiny
- Observation
- Pupil interviews
- Work Scrutiny

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Head of School Annually. At every review, the policy will be approved by The Governing Body.