



# Glen Hills Primary School

## Sex and Relationships Education (SRE) Policy

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### **Sex and Relationships Education at Glen Hills Primary School**

#### *Definition*

The Sex Education Forum defines SRE as '*learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health*'.

The aim of SRE at Glen Hills is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and eventually to take responsibility for their sexual health and well-being. This is why we refer to SRE with the children as '**Personal Knowledge**'

Misunderstanding about what SRE really involves can in some cases be a barrier for parents, governors and school staff. At Glen Hills, we focus upon

- emotional development, such as how to manage feelings, and
- social development, such as the positive and negative influences from friends.
- physical development, for example how our reproductive systems work,

### **Does our school need to have a SRE policy?**

All Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. We believe that a recent (February 2017) DfE statement requiring all schools including academies to teach SRE largely leaves Glen Hills unaffected since we have always believed that SRE is a vital aspect of education for pupils.

The policy should be made available as a paper copy to parents on request. It is also available on the School Website. It is the school governors' responsibility to ensure that the policy is developed and implemented.

### **Why our policy and programme of learning needs to be regularly updated**

Ofsted has found that SRE needed improvement in over a third of the primary and secondary schools they inspected to inform their report 'Not yet good enough; personal, social, health and economic education in schools' (2013).

In primary schools this was they found that because too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many will begin to experience before they reach secondary school age. In addition, some primary schools failed to teach correct terms for sexual parts of the body.

### **What aspects of SRE are compulsory?**

The sex education contained in National Curriculum science (Key Stages 1–4) remains compulsory in maintained schools. The recent (February 2017) DfE guidance *0suggesting* requires all schools, including academies to teach SRE outside science (as stated above).

All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

### **How does SRE link to other curriculum requirements?**

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act. This gives schools a very clear remit to provide SRE and PSHE. Whole school Ofsted inspections (Section 5) consider the extent to which a school provides such a curriculum.

### **How does SRE relate to other statutory duties that schools must fulfil?**

#### ***Safeguarding***

SRE plays an especially important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships. It equips them with the skills to get help if they need it. State-funded schools have

responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2016) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). The school summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools. This may not *appear* to be a current, relevant concern regarding children at Glen Hills but we consider it important to remain aware and vigilant.

SRE and links to e-safety (particularly the growing concerns relating to peer pressure, grooming techniques and/or sexting) are highly evident within our SRE and IT curriculum.

### ***Equalities***

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Inclusive SRE at Glen Hills will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE 2014b).

### **How SRE is provided (and by whom)**

Sufficient time must be put aside in all year groups in each term to ensure that coverage and balance is adequately met.

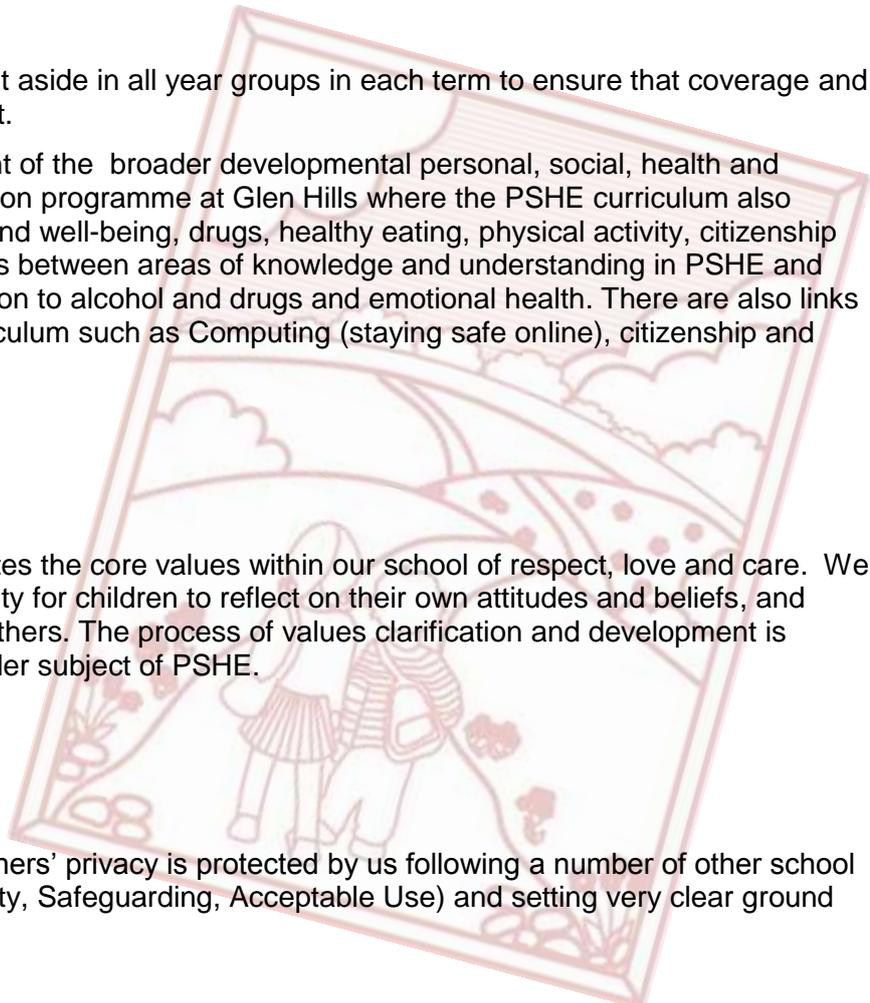
SRE is an integral element of the broader developmental personal, social, health and economic (PSHE) education programme at Glen Hills where the PSHE curriculum also covers emotional health and well-being, drugs, healthy eating, physical activity, citizenship and safety. There are links between areas of knowledge and understanding in PSHE and SRE, for example in relation to alcohol and drugs and emotional health. There are also links to other areas of the curriculum such as Computing (staying safe online), citizenship and religious education.

### **Values and attitudes**

At Glen Hills, SRE promotes the core values within our school of respect, love and care. We also provide the opportunity for children to reflect on their own attitudes and beliefs, and those of their peers and others. The process of values clarification and development is common across the broader subject of PSHE.

### **Privacy**

Pupils', families' and teachers' privacy is protected by us following a number of other school policies (e.g. Confidentiality, Safeguarding, Acceptable Use) and setting very clear ground rules for learning.



## **Behaviour**

It is hoped that children will see our 'Personal Knowledge' lessons as safe places to learn but it is recognised that the human instinct to feel uncomfortable in such situations may manifest themselves in behaviour that needs to be challenged. The school's Behaviour Policy will be followed in such circumstances; they should be unlikely if the class sets ground rules (see below) prior to embarking upon potentially challenging subject matters as outlined below. All pupils at Glen Hills will be made aware of the need to use the correct terminology for body parts and especially reproductive organs.

## **What we teach and when:**

SRE starts early in Glen Hills Primary School so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Many children start puberty before they leave primary school so it is important that all pupils know what to expect *before* it happens. This is why we have some SRE in every year of our primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. The National Curriculum for Key Stages 1–3 applies at Glen Hills from September 2014.

Science at Glen Hills includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty. The programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

## **Reception and Phase 1 (y1-3)**

At this age, children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. Children also learn about the areas of the body that are private and should not be touched and to whom they can talk if they are worried.

Children should be taught to: - identify, name using correct and appropriate terms, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

*Non-statutory guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.*

## **Phase 2 (y4-6)**

At this age, children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also emphasised at this age.

*The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used:*

egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.  
Growing into adults can include reference to baby, toddler, child, teenager, adult.

### **Years 5 and 6**

At this age, children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia are explained and challenged in these year groups (if not required earlier). Pupils at this age are curious about puberty and sexual feelings and changing body image. Pupils will also learn about to whom they can talk if they want help or advice and information about growing up and personal safety including online.

### **Specifics in Year 6**

Children should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop from birth to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

*Non-statutory guidance- They should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals*

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*Non-statutory guidance - They should be introduced to the idea that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution.*



## **Ground rules**

Before any SRE (Personal Knowledge) sessions, the teacher must ensure that the ground rules have been set with the children in that class.

For younger pupils, a circle time activities can be used to develop the ground rules. (For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the children are learning together in Personal Knowledge lessons.

Once a working agreement has been made by the class, it should be referred back to and displayed during the Personal Development lessons. An effective working agreement or set of ground rules will contain the elements shown below – in language that is age appropriate and formulated (as far as possible) as positive behaviours.

### *Example of a working agreement*

We will try:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions

Older pupils may suggest 'confidentiality' as part of the ground rules, proposing that 'what is said in the class should stay in the class'. In reality, this is not feasible. Instead, teachers talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy both interpersonally and on-line.

### Language and terminology

SRE at Glen Hills has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching SRE are consistently able and willing to model use of this type of vocabulary.

We always use medically correct terms for genitalia and sexual parts of the body, for example, vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools have, in the past, failed to teach this vocabulary. As a barrier to safeguarding, this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice should be established in SRE at Glen Hills. We hope that this will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged.

### Resources

Teachers use a range of resources e.g. images, 3-D models, stories and games to enhance and enrich SRE. Resources should support inclusion in terms of the range of people and relationships they portray and must contain medically correct facts.

Teachers should work through the following questions when choosing and using resources:

### Choosing a resource:

- Individual resources may not meet all the above criteria but the programme should aim to use resources which, used together, promote inclusive SRE
- Is the resource consistent with the values set out in the school SRE policy?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys / women and men and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Is it necessary for parents and carers to be consulted about the resources?
- Are teachers confident about using the resource?

### *Using a resource*

- Will the resource be used in its entirety or will it be more appropriate to adapt it and select from it?
- Does use of the resource fit into a planned and developmental programme of SRE?
- Is there a range of types of resource being used across the SRE programme including a variety of formats such as video, audio, visual, games, and models?

### External Visitors

An external visitor should not be used as a substitute for a teacher. They should also comply with the school policy on confidentiality. Ultimately, we refer to the schools 'Outside Visitors Policy'.

### How Parents and Pupils are consulted

The government guidance on SRE (DfE 2000) emphasises the importance of schools working in partnership with parents. Glen Hills School wishes at all times to work with the parents and carers of the pupils in its charge. Under current legislation, schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. **At Glen Hills, if parents wish to exercise their right to withdraw their child from any SRE taught outside of the Science National Curriculum, they should do so by writing to the Head of School / Executive Head.**

Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. **At Glen Hills, teachers will exercise due caution bearing in mind their knowledge of the pupils in their class.** If parents do 'opt-out' we will offer further dialogue and support, either by letter or at a meeting. Parents will be encouraged to provide SRE at home if they choose to withdraw their child. In such cases, we will offer to parents the materials used with pupils in school if they wish to use them at home. The following methods are used to involve parents in reviewing the SRE policy.

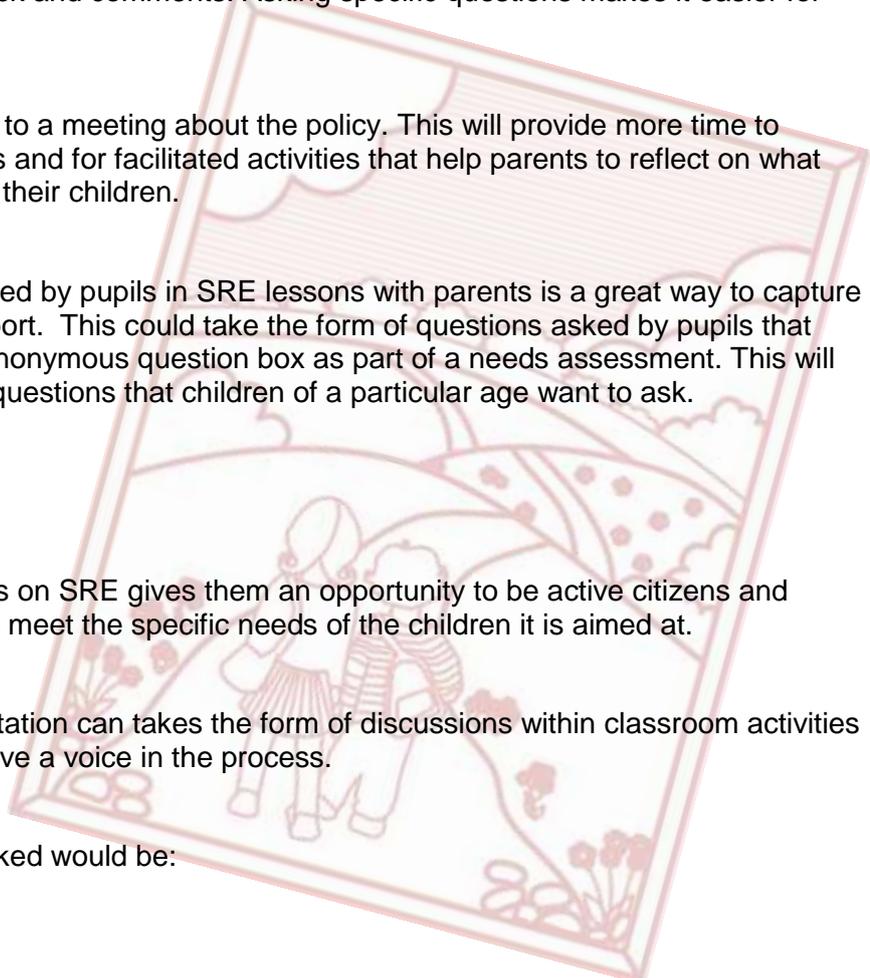
1. Send the draft policy out to all parents by email, letter and/or posted on the school website and invite feedback and comments. Asking specific questions makes it easier for parents to respond.
2. Parents will be invited to a meeting about the policy. This will provide more time to explore what SRE really is and for facilitated activities that help parents to reflect on what kind of SRE they want for their children.
4. Sharing material created by pupils in SRE lessons with parents is a great way to capture attention and to gain support. This could take the form of questions asked by pupils that have been posted in an anonymous question box as part of a needs assessment. This will show parents the kind of questions that children of a particular age want to ask.

### **Pupil Consultation**

Asking children their views on SRE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at.

At Glen Hills, pupil consultation can take the form of discussions within classroom activities which ensure all pupils have a voice in the process.

Some of the questions asked would be:



- Where do you get information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in SRE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve SRE in our school?

### **Safeguarding and safety policies**

Any disclosures or concerns that arise from SRE lessons will be dealt with in line with the school's Safeguarding Policy.

Safety procedures and policies will be adhered to and be part of the focus discussion within SRE at Glen Hills as we fully recognise the importance of safer internet usage / sexting etc. within SRE in the 21<sup>st</sup> century.

### **How SRE is assessed, monitored and evaluated**

#### **Assessment**

Assessment in SRE at Glen Hills is 'Needs assessment' or 'needs identification'. This has a particular function which is to indicate the existing knowledge and skills of pupils. This enables a teacher to plan a programme that is relevant to the group and builds on prior learning. It also serves as a baseline against which future progress may be assessed. Needs assessment information from pupils should be gathered by teachers at the outset by using techniques such as 'Draw and Write' activities, mind maps and quizzes.

At the end of a unit of learning, pupils are encouraged to reflect on what they have learned and the progress they have made by asking some of the following questions:

- What new information have I learnt?
- What do I now think and believe?
- Has listening to the views of others changed my views and/or beliefs?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- How did I feel about what I found out?
- What feelings did I have during the session?
- What do I now need/want to learn?
- Is there anyone else I need to talk to about this?

Individual responses could be recorded or it may be that pupils are merely encouraged to internalise their thoughts and responses as part of self-assessment.

#### **Monitoring**

Monitoring is a leadership activity (carried out by the Head of School / Executive Head and the Governor with responsibility for SRE). It is an ongoing process that checks the degree to which the SRE Policy and programme is being effectively implemented. Monitoring answers the questions:

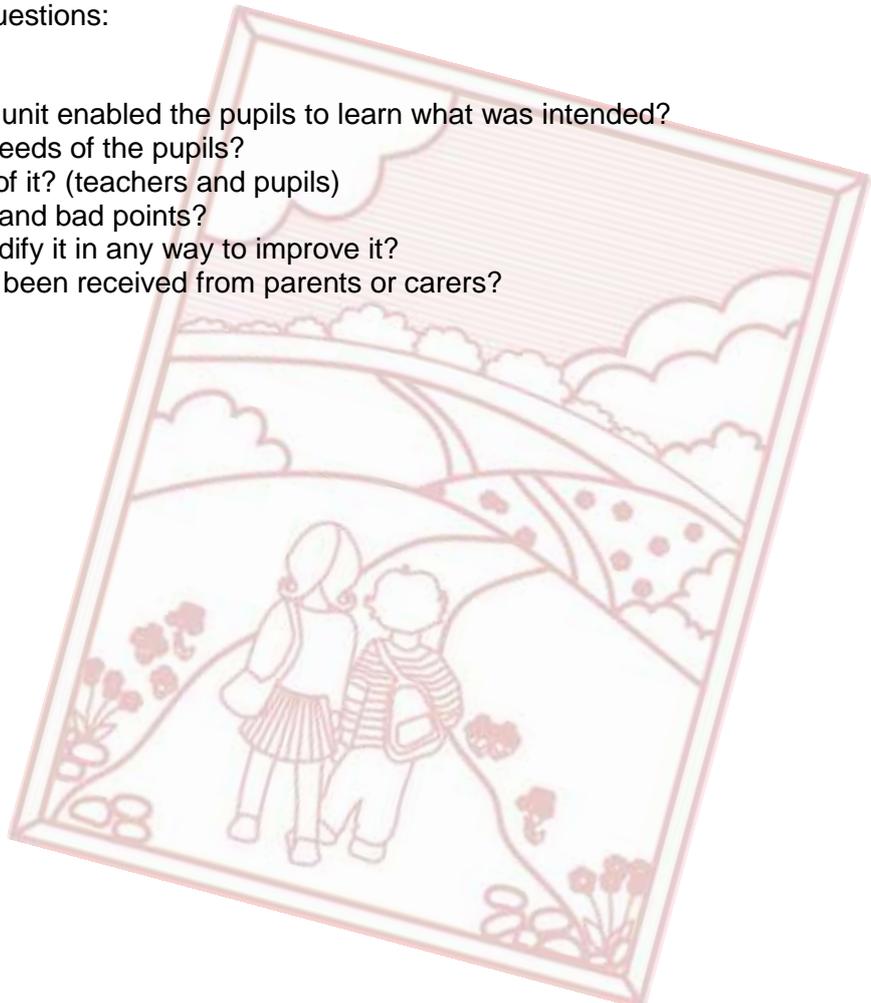
- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

### **Evaluation**

Evaluation is what the teachers do in response to the teaching. It is the process that measures whether the lesson or unit of work is effective and worthwhile. It should be used as a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the SRE programme or policy. Teachers are encouraged to feed such findings back to the Head of School / Executive Head.

Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?
- Has any feedback been received from parents or carers?



### **Meeting the needs of girls who are menstruating**

On the few previous occasions when these requirements have been needed to be met we have been approached by a parent with the child. Reassurance is always given and the facility to use the ladies toilets where there is a disposal unit. In the past, it has been expected that the families will provide their own supplies but that they can be stored in the ladies. A member of staff who the child feels comfortable with is assigned to help the pupil. Since we envisaged this increasing in frequency after we took on year 6. We are aware that using the ladies puts the pupils in a delicate position and it would therefore be better to put a unit in one of the girls' cubicles in the top base toilets in the future. We will also keep a selection of sanitary products for these eventualities.

### **Role of the School Nurse**

The extent to which the school nurse contributes to SRE will depend, in part, on capacity and local resources; in recent times, this support has dwindled. However, we will always try to employ the services of the school nurse for Year 5 (and 6) pupils in the autumn term for specific support for boys' and girls' understanding of the changes associated with puberty.

Other ways in which the School Nurses can effectively support SRE are by:

- Introducing themselves in person to all pupils, for example by visiting a Key Stage assembly or specific SRE lesson;
- Supporting teachers with suitable vocabulary and resources;
- Checking that sexual health information is up-to-date, medically accurate and comprehensive;
- Informing curriculum planning by feeding back (anonymously) the common questions and concerns raised by pupils one-to-one with the school nurse.

### **Communication**

This policy will be shared with parents and carers through the school website at [www.glen-hills.leics.sch.uk](http://www.glen-hills.leics.sch.uk)

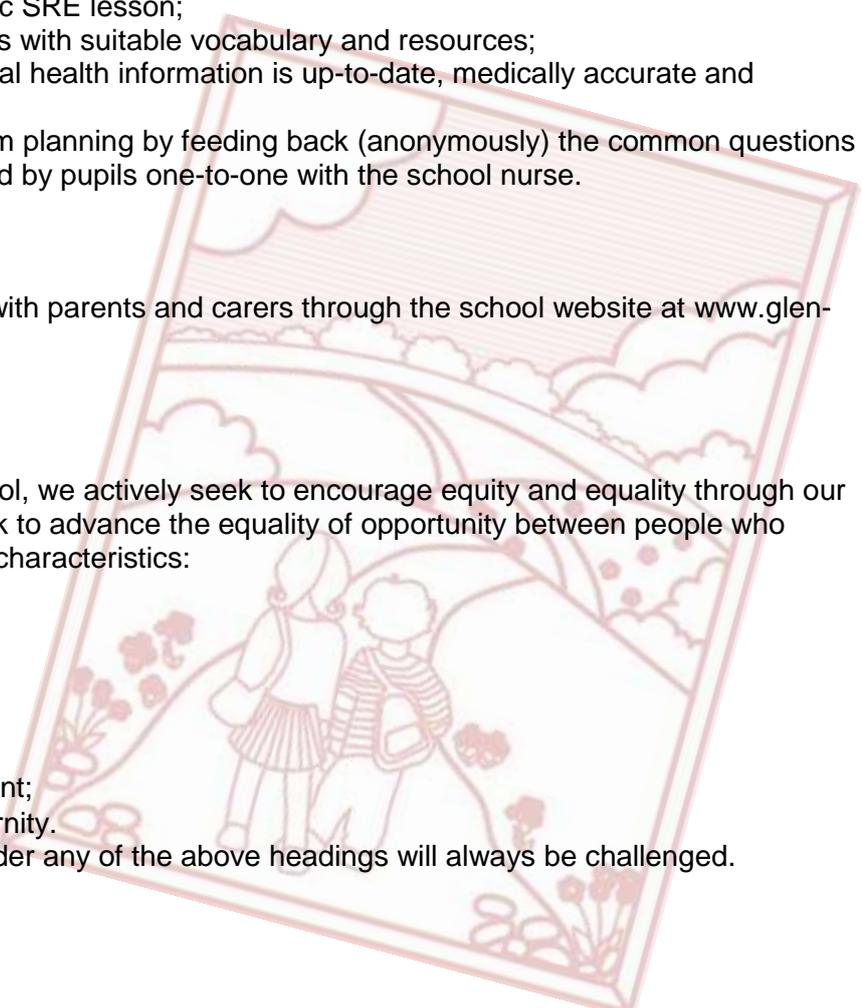
### **Equality Statement**

At Glen Hills Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**



Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.



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Policy	<i>SRE Policy</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>March 17</i>