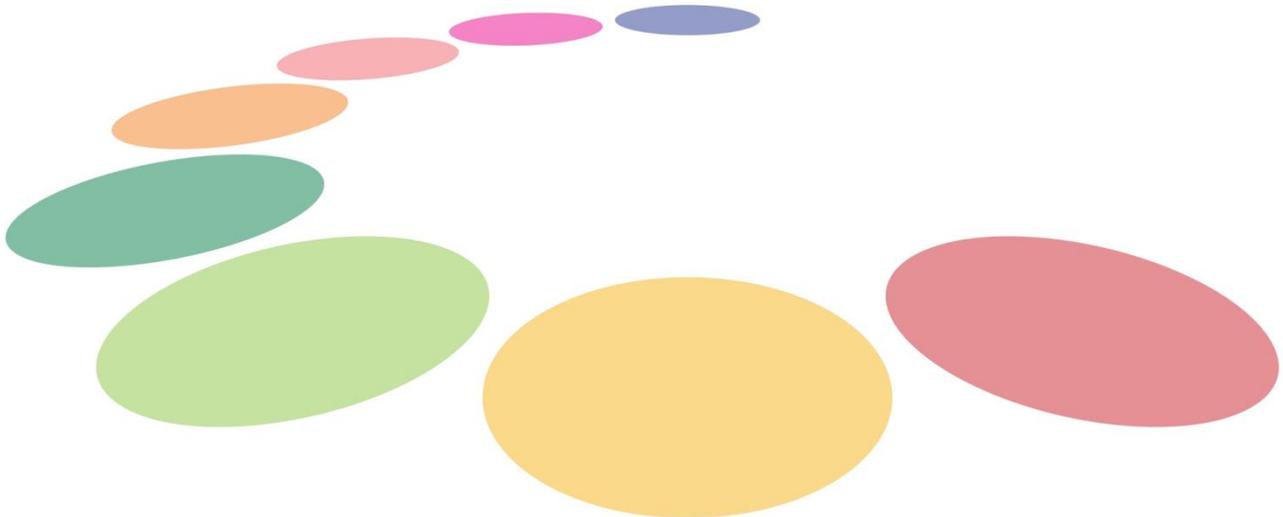


Claremont Primary School

SRE: Growing and Changing Policy



Agreed Date	March 2019
Review Date	July 2021

TO BE REVIEWED IN LIGHT OF CHANGES MADE IN CONSULTATION WITH PARENTS, STAFF AND GOVERNORS REGARDING SRE CURRICULUM 2020.

Introduction

1.1 According to the Sex and Relationship Education (SRE) Guidance, SRE is “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”.

1.2 The SRE curriculum will reflect the values of Claremont Primary School as well as the PSHCE programme. It will be taught within the context of relationships and will promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Every pupil should receive their full entitlement to SRE regardless of their gender, race, ethnicity, faith or sexual orientation.

1.3 It is a statutory requirement that the children of Claremont Primary School learn about SRE within the context of both Science and PSHCE teaching and learning. For our children, this includes:

National Curriculum Science – Sex Education (statutory): The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of SRE

National Curriculum PSHE – Sex and Relationship Education (non-statutory): It is widely recognised that SRE should be more than solely science if it is to meet children’s needs. The national SRE Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self-control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of SRE

The Equality Act Regulations 2007: The teaching in SRE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriate with issues around sexuality.

1.4 Aim:

Contributing to the foundation of PSHE, the school’s SRE programme aims to “inform children and young people about relationships, personal safety, hygiene and should enable them to develop personal and social skills and a positive attitude to sexual health and well-being.”

- We aim to encourage children to develop morally and spiritually into responsible citizens, and so to make informed decisions about the relationships that they form with others.

1.5 Objectives:

Our SRE programme of “Growing and Changing Together” will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.

- We aim to build on and develop the children’s existing knowledge and experience of their bodies, relationships and the world around them. By using a knowledge-based approach, we feel that pupils will be better able to approach puberty and will develop into more confident adolescents.
- We use a consistent approach throughout the school in educating the pupils through formal and informal methods, cross curricular themes, science lessons, use of visiting health professionals and visits out of school.

Organisation

2.1 Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school. In addition to the Science National Curriculum, PSHCE provides an appropriate vehicle for SRE. The school use the scheme promoted by Manchester Healthy Schools, “Growing and Changing Together” in order to develop our SRE teaching and learning for all children from Y1 to Y6. This is a spiral curriculum aimed at the sensitive development of knowledge, understanding and skills as a child progresses through the school. Children will usually engage in the teaching and learning of “Growing and Changing Together” within Summer 2. Topics will be covered in each year Group (Appendix a)

2.2 Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate to answer as a question are established within this SRE Policy:

- Clear ground-rules and boundaries must be established based on: Respect; Confidentiality; No personal questions; No disclosures about other pupils; Questions must be relevant to the lesson content.
- How do you know when a question is age inappropriate? – If the answer is NOT covered in the curriculum for the year the child is in.
- Questions will fall into 3 categories:
 - ~ ‘Silly questions’ – do not answer and remind the child of the ground-rules.
 - ~ ‘Concerning questions’ – follow the school safeguarding procedures.
 - ~ ‘Genuine but age inappropriate questions’ – acknowledge the question and promise to attend to it later on an individual basis.

2.3 Use of Visitors

Health professionals who are involved in delivering programmes are expected to work within the schools’ Sex and Relationship Education Policy and under the instruction of the Headteacher. However when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school’s SRE Policy must make this clear to parents. Where possible, a school nurse will support the teaching and learning of the “Growing and Changing Together Curriculum.

2.4 Working with Parents

We recognise that there may be a variety of responses from parents to the SRE curriculum. Some parents will want the school to take total responsibility for educating their child about Sex and Relationship with very little involvement from themselves, while other parents may not want the school to give their child any information about this subject at all. These parents have the ‘right to withdraw’ their children from the SRE curriculum. In the situation where children are withdrawn from SRE lessons, the school has a responsibility to find alternative provision for those children. The school has held information sessions for “Growing and Changing Together”. In response to the wishes of the parents and carers, the children will be taught in a group of boys/girls where the lesson involves sensitive content. Boys will be taught by a male member of teaching staff and girls will be taught by a female member of teaching staff where possible if the lesson involves sensitive content. No moving images will be shown.

The role of the Headteacher

3.1 It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about this Sex and Relationships Education Policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any issues appropriately.

3.2 The Headteacher, PSHCE Leader and Lead Professional for Safeguarding will liaise with external agencies regarding the school SRE programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

3.3 The Headteacher will monitor the policy.

The role of Governors

4.1 The Governing Body has the responsibility of setting down these general guidelines on sex and relationships education. The governors will support the Headteacher in following these guidelines. Governors will inform and consult with parents/carers about the Sex and Relationships Education Policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

The role of parents/carers

5.1 The school is well aware that the primary role in children's healthy outcomes lies with parents/carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform parents/carers about the school SRE policy and practice;
- Invite parents/carers to view the materials used to teach about SRE in our school;
- Answer any questions parents/carers may have about the SRE their child receives in school;
- Take seriously any issue which parents/carers raise with teachers or Governors about this policy or the arrangements for SRE in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary. Policies will be found on the school website;
- Inform parents/carers about the best practice known with regard to SRE so that the parents/carers can support the key messages being given to children at school.

Monitoring and review

6.1 The Standards and Attainment Committee of the Governing Body on an annual basis will monitor the SRE Policy. This committee will report their findings and recommendations to the full Governing Body as necessary, if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents/carers about the SRE programme and comments will be recorded.

Appendix A

Year 1

What makes me happy?	What makes me happy?
Friends and families	Labelling parts of the body – hands, feet, neck , etc (science)
Differences	Different animals (science)
Body changes	How we change as we grow up –baby, child (science)

Year 2

What makes other people happy?	Being positive to each other
Different and similar	How we look – Long hair, short hair, blue eyes, brown eyes
Growing up	Parts of a flower
Hygiene	Clean hands are important
Personal safety	People I trust

Year 3

What's good about me?	Making a model of me using positive language
Friends wanted	Qualities of a friend
Different clothes	How do the clothes we wear change as we grow up?
Hygiene	Why do we keep ourselves clean? Are there special times we clean ourselves? Visiting mosque/temple etc...
Personal safety	Who can I talk to?

Year 4

What am I good at?	Making a mobile using positive language about me.
Friends	Building a friendship wall
The Road of life	Different people at different ages
Our bodies	Naming the body parts – External – School Nurse (Science)
Hygiene	Why do we keep ourselves clean?
Keeping myself safe	Trusted adults

Year 5

Different roles	Self esteem and confidence – What can I be when I grow up?
Friendships and relationships	What different relationships are in our community
Boys and Girls	How our body changes as we grow up - Internal – School Nurse (Science)
Hygiene	Why it is important to be clean all the time – Washing our hands to prevent stomach bugs, using deodorant.
Keeping yourself safe	Stranger danger and road safety.

Year 6

Different roles	Respecting difference – Race, age, disability, wealth, health
Different feelings	Positive and negative feelings – Up days and down days
Boys and Girls	Separate lessons for boys and girls with school nurse where body changes are discussed. (Girls – menstruation – Boys – changes in body). 'Ask it' basket done by nurse who will answer only age appropriate questions.
Being careful of what I say to others	Deciding what is OK and not OK to say to each other
E-Safety	Being safe on-line