

# Ringway Primary School SRE Policy

Ringway Primary School

The Future  
The Future  
starts here

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle  
, and to enjoy all they do.

A future where they are both literate & numerate & can think critically. A future where they  
make a positive & respectful contribution to their culturally diverse community .A future  
where they show mutual respect & tolerance at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

Created: Mr. D Crone 2016

Reviewed: 2019

Signed C of Gov.....

## **1. Introduction – context**

Ringway Primary School is situated in Wythenshawe, Manchester. The school has approximately 30% of its pupils on free school meals and approximately 10% have been identified as having Special Educational Needs.

## **2. School Background**

The school predominantly attracts children from the Woodhouse Park area. We are particularly aware of the social and economic needs of the community and the subsequent health issues which arise in our community and therefore the importance of a comprehensive and regularly updated SRE policy. Broadly speaking, the school is located in an area of Manchester that has historically been affected by high rates of teenage pregnancy, mental ill health and domestic violence.

The local community is predominantly made up from children and families who identify as British. Approximately 10% of our pupils speak English as an additional language. The majority of those coming are Eastern European learners. A small number of children are from black and Asian minority ethnic communities. Ringway Primary School will ensure that sex and relationships education meets the needs of all children within our community.

## **3. Ethos and Values**

Every pupil should receive their full entitlement to SRE\* regardless of their gender, race, ethnicity, faith or sexual orientation (\* see 'right to withdraw' in Legal Requirements and Guidance). SRE will be delivered as a whole school approach by trained and confident educators.

In line with the Sex and Relationship Guidance 2000 and of the Sex Education Forum Supplementary Guidance 2014, through SRE the school aims to:

- promote the spiritual, moral, cultural, mental and physical development of the child,
- prepare children and young people for the responsibilities of later life.
- reflect the values of our school/PSHE programme and will be taught in the context of relationships.
- place children and young people will be at the heart of the teaching and will ensure that their health and well being is maintained.
- encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way
- empower, enable and encourage young people to make informed decisions about their own personal relationships
- equip children and young people with the skills necessary transition in to adulthood.
- promote children's self esteem and emotional well being and help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and the community.

## **4. Definition**

At Ringway Primary School we believe, according to the Sex and Relationship Education Guidance 2000 and the 2014 supplementary guidance, SRE is "learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health'

## **5. Aim and Objectives**

### **Aims:**

- To equip children at **Ringway Primary School** with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty.
- To prepare children at **Ringway Primary School** for the physical and emotional changes of puberty and the transition into adulthood.

### **Objectives:**

- To provide information which is relevant and appropriate to the age and maturity of the pupils
- To include the on going development of communication and social skills
- To develop confidence in talking, listening and thinking about feelings and relationships (without embarrassment)
- To encourage the exploration and clarification of values and the development of positive attitudes
- To help pupils understand themselves, feel good about themselves and to respect others
- To encourage the exploration and clarification of values and development of positive attitudes
- To discuss and respect the variety of family life in Britain today
- To raise awareness of potential sexism and the value of equal opportunities
- To make them aware of being healthy and hygienic in looking after their bodies
- To be able to name the parts of their body and describe how their bodies work
- To know what is a healthy non exploitative caring relationship
- To develop the skills and attitudes necessary to build healthy personal relationships.

## **6. Content / Curriculum**

The school's SRE programme uses the **Growing and Changing Together** curriculum 1-6. The content covers all of the statutory requirements for SRE required as part of the National Curriculum for Science to all children within school. Alongside this the school recognises that that sex education should be more than solely science if it is to meet children's needs.

### **a) Curriculum**

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

#### **National Curriculum Science – Sex and Relationship Education (statutory)**

Detailed below are section taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further.

#### **Key Stage 1**

##### **Children should learn to:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

#### **Key Stage 2**

##### **Children should learn to:**

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>**

#### **b) National Curriculum PSHE – Sex and Relationship Education (non-statutory)**

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

The national Sex and Relationship Education Guidance (DfEE, 0116/2000 and Supplementary Guidance 2014) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and social development.

Detailed below is recommend content for non-statutory sex and relationships education as part of PSHE.

#### **Key Stage 1**

- Respect their own bodies
- Private parts
- Differences between males and females
- Naming body parts
- Where babies come from

#### **Key Stage 2**

- The physical and emotional changes of growing up
- Similarities and differences between male and females
- Coping with emotions
- How to be healthy and safe
- Love and different kinds of relationships
- Gender stereotypes and homophobia
- Puberty and sexual feelings
- Conception and how babies develop

<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

## **7. Teaching**

In Ringway Primary School the delivery and content of SRE is carefully planned and delivered by trained members of staff who have attended relevant training. The lessons follow the **Growing and Changing Together** curriculum and are delivered by a trained teacher and *where possible* are supported by Healthy Schools Specialist on SRE or by a School Nurse.

At Ringway Primary School we feel that the lessons which cover content on puberty should be delivered in single gender groups and *where possible* of a teacher or health professional of the same gender. This The lessons are delivered in a discrete PSHE lessons and adhere to the scheme of work provided through NHS Healthy Schools.

### **8. Monitoring, Assessing and Reviewing**

To ensure the curriculum content and teaching is effective the delivery is assessed and evaluated in the classroom. Pupil evaluation of SRE is carried out via surveys, discussions, assessment and the Growing and Changing Together online monitoring form is used to measure pupil progress. SRE it is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils in Ringway Primary School.

### **7. Implementation**

#### **a) Dealing with difficult questions**

Within school, clear parameters of what is appropriate and inappropriate are agreed with governors, staff and parents prior to any delivery-taking place.

At Ringway Primary School we:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, head teacher

#### **b) Dealing with difficult topics**

At Ringway Primary School we use the **Growing and Changing** resources and cover the content as describe in the lesson plans. We are aware other topics may arise will respond by using the 'dealing with questions' guidelines above. The key topics covered are detailed below:

- Puberty changes
- Masturbation /wet dreams
- Gender and sexual orientation
- Same sex families
- Female Cutting / Female genital mutilation
- Pornography
- Sexting
- CSE (Child Sexual Exploitation)
- Teenage pregnancy
- Contraception
- Emergency contraception/ termination (Abortion)
- Lesbian, gay, bisexual and transgender sexuality
- Arranged marriages
- Domestic violence/ rape and sexual abuse

#### **d) Working with Parents**

At Ringway Primary School we work very closely with the school community. The schools publishes the curriculum on the website alongside the SRE policy which is freely available to parents and on request and can be made available in translated formats.

Every year the school informs parents when the curriculum is being delivered and may be invited to attend a specific meeting to view the resources used within school.

Parents are informed that they have the right to withdraw their children from the non statutory elements of sex and relationships education covered as part of PSHE. In the situation where children are withdrawn from SRE lessons, the school will find alternative provision for those children.

**e) Dealing with the Media**

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Head teacher. The Head teacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

**8. Relationship with other policies**

**a) PSHE**

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

**b) Anti-bullying**

An effective SRE programme will include raising awareness about lesbian and gay sexuality. Linked to the school's broader policy on anti-bullying, our anti-bullying policy includes strategies to tackling homophobic bullying in school.

**c) Child Protection**

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection/Safeguarding.

**d) Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

**9. Breaches of the Policy**

All staff are under a contractual obligation to uphold the policy as with all other school policies.

**10. Date and Review of the Sex and Relationship Education Policy**

The governors agreed this policy on .....(date) and it will be reviewed in partnership with staff, parents / carers and students again on .....(date) unless there are changes in National or Local Guidance.

**11. Policy, Leadership and Management**

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in the school. The named governor with the responsibility for SRE is April Brew.

The SRE policy and resources used have been agreed by the schools governing body.