



# Crumpsall L Sex and Relationship Education Policy (SRE) Growing and Changing

## 1. Introduction – context

Crumpsall Lane Primary is a two-form entry group 3 school, which caters for 460 pupils aged 3-11. It has a staff of 18 teachers, 22 teaching assistants, a head teacher and a deputy head teacher without class teaching responsibilities. The school serves a diverse multi-cultural community in the north of Manchester about 5 miles from the city centre. Crumpsall Lane Primary School is a culturally diverse and inclusive establishment with children of Muslim, Sikh and Hindu faiths as well as white British and mixed race backgrounds.

At Crumpsall Lane Primary we refer to Sex and Relationships Education as Growing and Changing.

### Legal/ National Requirements

#### **a) 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 (see section 8. Implementation)

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

It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education 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

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order.
- It is our school governing body's responsibility in consultation with the Head teacher, to ensure that the policy is developed and made available to parents for inspection.
- All parents have the 'right to withdraw' their children from all or part of the school's SRE programme except the formal SRE elements found in the statutory National Curriculum Science (see section 8. Implementation).

#### **c) Additional relevant legislation: The Equality Act (Sexual Orientation) Regulations 2007, including Provision of Goods and Services to Lesbian and Gay Men /Young People**

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 appropriately with issues around sexuality.

For more information see:

**d) Section 28**

This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality

**e) OFSTED**

Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school's Sex and Relationship Education Policy.

**2. School Background**

Statistics for the ward show high levels of deprivation in terms of low income, overcrowding and low take up of further education. 28% Of pupils qualify for free school meals. 78%of pupils have English as an additional language (EAL) the key first languages being Urdu/Punjabi and Arabic but over 25 languages are represented in the school community. 38% of pupils have been identified as having Special Educational Needs (SEN,) which is significantly higher than the national average. Crumpsall Lane Primary School is a culturally diverse and inclusive establishment with children of Muslim, Sikh and Hindu faiths as well as white British and mixed race backgrounds.

**3. Ethos and Values**

In line with the Sex and Relationship Guidance 2000, the SRE curriculum will reflect the values of our school/PSHE programme and will be taught in the context of relationships. In addition, SRE 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 (\* see 'right to withdraw' in Legal Requirements and Guidance)

**4. Definition**

According to the Sex and Relationship Education 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."

**5. Aim and Objectives**

**Aim:**

- Contributing to the foundation of PSHE, the school's SRE programme aims to inform children and young people about relationships, emotions, which preparing them for the changes their bodies will go through during puberty.

**Objectives:**

The school's SRE programme 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.

## **7. Policy, Leadership and Management**

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

## **8. Implementation**

### **a) Curriculum**

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

(see table)

<p><b><u>National Curriculum Science</u></b></p> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>
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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.

### **b) Dealing with difficult questions**

Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the SRE Policy.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- We use an 'ask it basket' and encourage children to put any questions in; this enables the teacher to filter all questions and then answer just the appropriate ones at the beginning of the next session.
- Clarify that personal questions should not be asked
- 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, learning mentor.

**c) 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 Head teacher. 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).

**d) Working with Parents**

Schools need to recognise that there may be a variety of responses from parents to the introduction or updating of 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. At Crumpsall Lane we send a letter to parents informing them of the scheme of work being covered and provide a q and a session for them to discuss any concerns.

In the situation where children are withdrawn from SRE lessons, the school has a responsibility to 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).

**9. Monitoring, Assessing and Reviewing**

To ensure that the policy is adhered to and is effective, it will need to be monitored, reviewed and evaluated regularly. The school will need to implement systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community should be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc, (refer to section 2. Legal /National Requirements).

**10. 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**

This should be linked to the school's broader policy on anti-bullying. An effective SRE programme will include raising awareness about lesbian and gay sexuality, therefore an anti-bullying policy needs to include 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.

## **11. Breaches of the Policy**

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

**Academic Year 2016-2017**

**SRE Guidance - Produced by Manchester Healthy Schools Programme.**

For further support on Sex and Relationship Education contact 0161 946 8270