

PENWORTHAM PRIMARY SCHOOL POLICY FOR SRE

This policy recognises the need for a planned whole school approach to the teaching of SRE addressed through a combination of timetabled teaching time for PSHE and work covered in a cross curricular way (eg through RE and Science).

Aims

To:

- Prepare all our pupils for the challenges of adult life
- Enable our pupils to make informed healthy life choices
- Nurture the self-esteem and emotional development of all our young people
- Provide appropriate age related support and guidance to all pupils.

Philosophy

At Penwortham Primary School, we believe that all children should have a clear understanding of the changes that will happen to them throughout their time at Penwortham Primary School. We aim to equip them with the appropriate age related knowledge to support them in making their own correct informed decisions.

Identifying the needs of our pupils

Penwortham Primary School is one form entry Primary school based in the centre of Penwortham, near Preston. Our pupils live in a generally middle / high socio - economic background, this is an area of lower unemployment and is relatively affluent. Pupils are generally well supported by parents and carers and the content of our SRE scheme of work reflects accurately the needs of our pupils in KS1 and 2. Pre-assessment of pupil's knowledge will take place before lessons are taught to ensure appropriate coverage.

Resources

A selection of appropriately selected resources is detailed in the scheme of work and these are kept centrally within school. Resources are regularly reviewed and updated. Visitors may sometimes be used where relevant and appropriate.

Staffing & Support for staff

Within school, pupils will be taught SRE by their class teachers. HLTA's who provide other PSHE teaching opportunities within school may support the class teacher in SRE, but it is the class teacher's responsibility to teach SRE. Support for this will be provided by PSHE lead or SLT if necessary.

- Staff will be given additional training in the first instance to support the changes in the SRE policy.
- There will be regular updates to staff on SRE through targeted PLT sessions.
- Teaching staff will have the opportunity to discuss any concerns or ask for support through the PSHE Lead throughout the year. Mr Mitchell - member of the SLT is responsible for PSHE within his role of Safeguarding Lead.

Broad areas of content

The Lancashire Curriculum for SRE has been used as a starting point for our school's SRE curriculum. In consultation with Governors, it has been significantly overhauled to reflect the needs of our pupils. **Staff should only teach the areas covered within the updated section of Penwortham Primary's Live Well Learn Well document.**

The overview document for the Policy can be found in Appendix 1 which covers all aspects of SRE through EYFS, KS1 and KS2.

Teaching and Learning

Active teaching approaches will be used as appropriate, including Circle Time, Games, Role Play and Discussions. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

Support for Pupils

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs.

Pupils may be given information about school and external agencies that they might be able to access for specialist help and support, for example ...School Nurse Drop In, Childline (through two yearly programme), NSPCC.

Monitoring and Evaluation

The PSHE Lead will evaluate progress annually in order to identify further development priorities. This may include consultation with teachers and pupils to determine the effectiveness of the content of the subject.

Specific Issues

Questions

Wherever possible, pupil's questions will be answered openly and honestly however there may be occasions when a teacher offers a different response.

- The teacher may feel it inappropriate to answer in front of the whole class so may ask the pupil to stay behind at the end of the lesson so that they can discuss the question. It may be appropriate for a classroom support assistant or another teacher to also be present in order to ensure that this is not misinterpreted.
- They might recommend that the pupil asks their parents. Teachers should then encourage the pupil to ask at home. It would not usually be appropriate for the teacher to contact home as the parent might perceive this as a disciplinary issue. If the pupil is afraid to talk at home, the teacher could suggest that the pupil brings the parent in so that they can discuss the question together. The invitation should be pupil initiated.
- Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering.
- On some occasions a teacher might refuse to answer a question however if this happens they should give the pupil information about who might be able to answer the question.

It is important to recognise that children often do not want a detailed answer, if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher than a confused answer from a pupil in the playground.

Teachers should only answer questions that are covered in Penwortham Primary's Live Well Learn Well scheme. If a question is asked that falls outside of the scheme, the teacher should refuse to answer but offer suggestions about where an answer might be found.

Where the teacher believes that the pupil may be at risk appropriate safeguarding procedures should be followed.

Faith issues

Parents have the opportunity to withdraw their child from SRE, should they so wish to do so. Parents are welcome to individually discuss any concerns with the class teacher before the sessions take place regarding any faith issues.

Language

There should be a common language for SRE so that all children are not embarrassed by or exposed to, inappropriate language. Teachers will use correct biological terminology (or 'Doctor' words) for parts of the body from Reception upwards. This is also consistent with recommendations for teaching in Science.

Parental/Stakeholder Involvement

- Via an annual letter, parents will be sent a copy of the areas covered in SRE for the current phase before any sessions take place. Parents are welcome to view materials and gain a greater understanding of what the school covers on an individual basis with the class teacher. Parents are given information about their right to withdraw their child from SRE within this annual letter.
- A number of Governors were actively involved in the consultation and decision making process for this policy.

Child Protection and Safeguarding

As there may be sensitive issues raised in SRE lessons, there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Safeguarding and Child Protection Policy and be aware of who is the Designated Senior Lead (DSL) for Safeguarding and Child Protection teacher.

Where the teacher believes that the pupil may be at risk appropriate safeguarding procedures should be followed.

If a disclosure is made or if staff need advice they should consult with the designated teacher immediately. The DSL is Mr C Mitchell.

Confidentiality

The school nurse cannot guarantee confidentiality if they are working with classes and groups in classrooms. However, if they are operating on an individual basis they may offer confidentiality as they are governed in that situation by the Nursing and Midwifery Council (NMC) regulations.

Date to be reviewed - Autumn Term 2019

Sex and Relationships Education at Penwortham Primary School.

Dear Parents,

Over the course of this academic year, your child will take part in Sex and Relationship Education lessons. These will be taught by your child's class teacher wherever possible and will cover the specified areas within the attached table.

You are most welcome to discuss the materials used with your child's class teacher. If you wish to do so, please contact them directly.

You have the right to withdraw your child from SRE sessions. If you wish for this to happen, please inform school in writing.

Kind regards,

Mr C Mitchell
Headteacher

Sex and Relationships	Reception, Year 1 and Year 2	Years 3 and 4	Years 5 and 6
Relationships	<ul style="list-style-type: none"> ▪ friends..choosing, falling out, making new friends ▪ co-operating and team building ▪ teasing and aggression ▪ best friends 	<ul style="list-style-type: none"> ▪ respect for others ▪ challenging stereotypes ▪ celebrating diversity ▪ awareness of the needs of others ▪ how do others see me? ▪ my friends ▪ my acquaintances ▪ belonging to a community 	<ul style="list-style-type: none"> ▪ different types of relationships ▪ what constitutes a good relationship ▪ resolving relationship problems ▪ same sex families ▪ family argument ▪ stepping stones in relationships ▪ support systems
Personal growth and change	<ul style="list-style-type: none"> • me myself and others • growing from young to old • correct terminology for parts of the body • birth of animals • a new baby in the family • birth of a new family member 	<ul style="list-style-type: none"> ▪ my changing body (Optional Y4 girls) ▪ my changing feelings and emotions ▪ types of relationships ▪ stereotypes 	<ul style="list-style-type: none"> ▪ building self-esteem ▪ my changing body (Y5) ▪ seeking advice and help ▪ keeping safe ▪ other issues ▪ ambitions and personal goals ▪ independence ▪ fitting in with peers ▪ taking responsibility ▪ acceptable social behaviour
Families	<ul style="list-style-type: none"> ▪ families..people who help us • family situations • sharing and caring • love between family members • different family situations • living with one parent 	<ul style="list-style-type: none"> ▪ families. ▪ belonging to a family ▪ what makes a good parent? ▪ unconditional love of a parent • different family situations ▪ second marriages and merged families 	<ul style="list-style-type: none"> ▪ families ▪ parenting ▪ unconditional love of a parent ▪ trust ▪ changing family situations ▪ the law and family life

Sex and Relationships	Reception, Year 1 and Year 2	Years 3 and 4	Years 5 and 6
Personal Safety	<ul style="list-style-type: none"> ▪ hygiene ▪ playing safe ▪ safe/unsafe ▪ basic rules ▪ places of danger ▪ getting lost ▪ me and my secrets ▪ its OK to tell ▪ worries 	<ul style="list-style-type: none"> ▪ hygiene ▪ risky behaviour ▪ self-respect ▪ my personal space ▪ good and bad secrets ▪ good and bad touches ▪ children’s rights ▪ my support networks ▪ who can I tell? 	<ul style="list-style-type: none"> ▪ keeping safe ▪ recognising hazards ▪ touching ▪ risk ▪ internet use and social networking ▪ grooming both online and personally ▪ who can help me? ▪ domestic violence (supported by NSPCC)
Emotions and Feelings	<ul style="list-style-type: none"> ▪ recognising feelings ▪ feeling good ▪ co-operation, sharing and respect ▪ developing self-confidence 	<ul style="list-style-type: none"> ▪ self esteem ▪ expressing feelings and emotions ▪ how feelings affect behaviour ▪ recognising changing emotions ▪ developing the language of feelings 	<ul style="list-style-type: none"> ▪ building self esteem ▪ how emotions change during puberty ▪ worries and change ▪ what is love? ▪ responsible behaviour
Sexual Relationships		<ul style="list-style-type: none"> ▪ birth of a baby ▪ growth of a baby to adolescence ▪ caring for a baby – what are the costs? ▪ puberty 	<ul style="list-style-type: none"> ▪ puberty ▪ sexual intercourse and conception/ ▪ giving birth and parenting ▪ sexuality including lesbian, gay, bi and trans ▪ planning a family
Morality		<ul style="list-style-type: none"> ▪ being true to themselves ▪ who influences my moral choices? ▪ what is meant by a moral code? ▪ simple ethical dilemmas 	<ul style="list-style-type: none"> ▪ moral dilemmas ▪ more difficult ethical problems ▪ influences
Influences		<ul style="list-style-type: none"> ▪ the media ▪ advertising ▪ body image expectations 	<ul style="list-style-type: none"> ▪ the media ▪ advertising