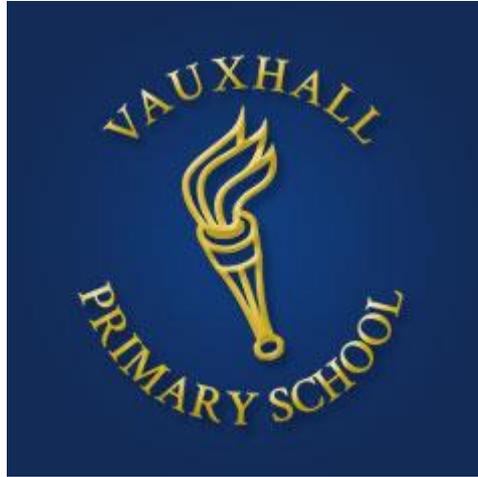


Vauxhall Primary School



Sex and Relationship Policy Policy

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Updated on:	Changes made / notes:
21.3.17	Addition of 2 articles regarding the UN Convention on the Rights of the child.
	Addition of UN Convention on the Rights of the child.

Article 2

All children have access to their rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19

You have a right to be protected from being hurt, mistreated in body or mind.

(UN Convention on the Rights of the Child)

Vauxhall Primary School Mission Statement

This policy has been formulated through consultation with the whole school community and the Lambeth Healthy Schools Programme. We have developed this policy to ensure that Staff and Parents/Carers are clear about the statutory requirements concerning SRE and those pupils receive their educational entitlement. Through implementation of this policy the school will meet its legal and statutory requirements as outlined in the (DfEE 0116/2000)_Sex and Relationship Education Guidance. This policy is also complementary to our Personal Social Health Education, Religious Education, Behaviour, Child Protection and Confidentiality Policies.

This Policy reflects the four strands of the national framework for PSHE and Citizenship (**QCA 2000**) as outlined below:

- Developing Confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a Healthy, Safer Lifestyle
- Developing good relationships and respecting the differences between people

A rationale for SRE:

‘A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young People want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.’

They need to be given the opportunity ‘to articulate their thoughts, doubts and anxieties within a safe and trusted environment in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one’s own actions. The development of pupils’ self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

(HMI 433 – Sex and Relationships)

Aims and Objectives of SRE at Vauxhall Primary School

Children should develop confidence in talking, listening, thinking about feelings and relationships so that they are empowered to cope with the physical and emotional changes of growing up.

Taking into account the age, maturity and needs of the pupils SRE will:

1. Develop skills and self-esteem to help pupils form a range of friendships, understanding what is appropriate to different relationships
2. Develop an understanding of others beliefs, needs and feelings
3. Provide a secure environment in which pupils feel confident to ask questions and discuss sensitive issues
4. Correct any misinformation that they may have received through their peers or the media
5. Develop an awareness of appropriate contact and an understanding of their ability to make informed choices
6. Provide clear and accurate information on the development of the Human Body
7. Provide information on agencies that can give support with Health Related Issues

At Vauxhall Primary School, SRE is set in the context of a moral framework which takes into account the differing cultural and religious viewpoints reflected throughout our school community.

Every Child Matters

Change for Children is a new approach to the well-being of children and young people.

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

These 5 key outcomes will underpin the teaching and learning outcomes at Vauxhall Primary School.

Parental Involvement

As a school community we believe that parents and carers are the key people in teaching their children about sex, relationships and growing up.

We will always work in partnership with parents and carers consulting regularly on the content of our SRE programme.

Significant aspects of sex education remain part of the National Curriculum for Science. These must be taught to all pupils and parents/carers cannot withdraw pupils from such lessons.

For more information refer to: '**SRE & Parents**' (ref code: DfES 0706/2001)

This policy will be made available on request for parents/carers.

A letter will be sent out at the beginning of every academic Year to inform parents of the outline for their child's SRE programme.

Organisation of Sex and Relationship Education at Vauxhall Primary School

The programme of work we use is relevant to the age and ability of the pupils and provides opportunities to explore values and attitudes. A needs assessment will be carried out with each year group to identify what is age appropriate for them.

SRE will begin in Reception and continue through to Year 6 as an integrated part of our Personal, Social and Health Education Programme.

SRE is planned and assessed as part of the PSHE and Science Curriculum.

Children receive Sex and Relationship Education in their class, although it may be appropriate to deal with some issues in single gender groups.

Any cases of Inappropriate behaviour or use of inappropriate language will be dealt in accordance with the school's Behaviour and Discipline procedures. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

Children are treated according to need to ensure that full access to the programme is given to all. Children's religious and cultural backgrounds are respected and taken into account. Resources are chosen to enable equal access by all.

Outside Agencies such as The Health Education Link Service support our school with the delivery of our SRE programme. All agencies working in school will be directed by this policy.

Effective education in this area will take place in a safe environment where pupils can discuss the subject sensitively and ask appropriate questions.

Children will be given an opportunity to ask any individual questions through a question box anonymously if they wish. Teachers and external agencies will be able to give balanced and factual information. This will be at a level appropriate to the whole class. All questions will be responded to sensitively, using the staff's professional judgement. If there are any concerns about answering a question, senior management advice will be sought as soon as possible.

Confidentiality and child protection procedures

Wherever appropriate teachers should encourage all pupils to discuss their concerns with parents/carers. The negotiation of 'Ground Rules' in SRE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

Teachers need to be aware that effective SRE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action.

It will be made clear to pupils that Confidentiality is important, however Staff cannot guarantee Confidentiality if they believe a child to be at risk. In this case the teacher refers the matter to the Head teacher/Child Protection Officer at the school.

Responsibilities of Staff and Governors

- Overall Responsibility for this Policy is with the Named Governor for PSHE
- The Subject Leader for SRE is responsible for:
 - Writing and updating the Sex and Relationship Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school;
 - Guiding and supporting teachers in this subject, to include refresher training for SRE;
 - Co-ordinating external agency support for SRE;
 - Monitoring the effectiveness of the planned and delivered curriculum for SRE;
 - Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills;
 - Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning;
- The head teacher is responsible for:
 - Ensuring that the terms and ethos of this policy are followed.
- The governing body is responsible for:

- Authorising the SRE Policy, and any subsequent reviews of the Policy; *and* ensuring that the terms and ethos of this policy are followed

- All members of the staff team are responsible for:
 - Following the terms and ethos of this policy.

This policy is a working document and will be reviewed every two years