



# Sex and Relationship Education (SRE) Policy

Policy Responsibility: PSHE Lead

Policy Status: Draft

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Agreed ✓

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## Vision and Values

### **Vauvert's Vision**

A thriving, forward-thinking school with high aspirations for all. A happy school built upon care and kindness with the child at the centre; where everyone is valued, included and respected. A place where staff and children are challenged and supported to be the best that they can be.

### **Vauvert's Aims**

As a school that has adopted the UNCRC - Rights Respecting Schools Award; the rights of the child are at the heart of everything that we do. As such, at Vauvert Primary School we aim to:

- Keep children at the heart of all that we do. *(Article 3)*
- Create a school community where all children, all staff and all parents feel that they are welcome and that they belong; where they feel safe and cared for, and where they are included, no matter what their circumstance or need.
- Foster a love of learning and an understanding of the need for a positive, growth mindset; where children are motivated, resilient, and inspired, and where their creativity and imagination are able to shine.
- Provide a high-quality education through a rich and exciting curriculum, where every child can develop fully as an individual and achieve their personal best, ensuring that when they leave our school they are equipped with the skills and knowledge required to successfully access the next stage in their education. *(Article 6)*
- Equip children with the attitudes and attributes necessary to be effective members of society, understanding that we all matter, and that we should treat people with kindness and respect. *(Article 2)*
- Provide opportunities for all children to feel part of, and be able to contribute to school life; as well as to the local, and global communities through the teaching of rights and responsibilities and through hearing the children's voice in all aspects of the life of the school. *(Article 12)*

**Vauvert Primary School**

*Learning together for a better tomorrow*

## **Statement of Intent:**

At Vauvert Primary School, we believe that all children should have access to a broad and balanced curriculum, which aims to assist children and young people to prepare for adult life by supporting their physical, emotional and moral development; helping them to understand and respect themselves, respect others, as well as forming and sustaining healthy relationships. Therefore this policy, has been adapted and some parts have been directly taken from the Committee for Education, Sport and Culture; which states *'all young people within the Bailiwick's State Education system, will receive a well-developed programme of Sex and Relationship Education, with the support of SHARE's qualified health professionals, to provide them with the necessary skills, attitudes and knowledge to make healthy, safe and informed decisions about their relationships, sexual behaviour, sex, human sexuality as well focusing on the emotional, social and physical aspects of growing up'*.

SRE is an integral element of a developmental personal, social, health and education programme (PSHE).

## **Policy Aims:**

This policy aims to ensure that all children and young people are equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being; to raise self-esteem and promote responsibility for their actions. Good quality SRE promotes the core values of respect, equality love and care. It also provides the opportunity for children and young people to reflect on their own attitudes, values and beliefs and those of their peers and others.

## **Objectives of our SRE Curriculum:**

- To define what Sex and Relationships Education (SRE) is and what aspects of the SRE are compulsory;
- To outline what to teach and when, ensuring continuity between key stages especially from KS1 to KS2;
- To define parent/carers' right to withdraw a young person from a SRE programme;
- To establish the role of the Sexual Health and Relationship Education Service (SHARE) and establish the role of the school nurses and one to one services in education settings;
- To define boundaries of confidentiality and best practice when working with under age young people;
- To establish the process to monitor, evaluate and review a relevant sexual health and relationship education programme with the support from States of Guernsey.

## **Implementation:**

At Vauvert Primary School we strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. There are always occasions where teachers may feel it necessary to teach SRE as a result of an issue that has arisen in their own class or from something the children may have seen or heard from the news or from other media platforms. It is also implemented to ensure the promotion of the spiritual, moral, cultural, mental and physical development of learners at the school and of society. Where it also prepares learners at the school for the opportunities, responsibilities and experiences of later life.

## **Timetabling:**

SRE is primarily timetabled within the Personal, Social, Health and Economic (PSHE) which is to be taught weekly in Years 1 to 6 following the whole school notional minutes allocation. At times, it may be delivered in conjunction with SHARE (Sexual Health and Relationships Educators). See Appendix 1 and The Youth Commission. It is also taught in EYFS through the Foundation Stage curriculum. Due to the nature of the topics covered, SRE can be either through verbal discussions, circle time and where necessary, recording in books. However, there will be times when learning intentions cross over with, or link to, other subjects. Staff are expected to utilise time effectively to ensure that both are learnt, while at the same time releasing curriculum time.

## **Subject Pedagogy:**

In SRE, like all other subjects, we recognise the importance of the methods and practice of teaching that we choose in enabling pupils to know more, understand more and remember more. In SRE, the following approaches will be used in order to ensure that the learning opportunities are as effective as possible. Our classroom practice and pedagogy takes into account pupils' ability, age, readiness and cultural backgrounds, and is adjusted to enable all pupils to access the learning.

We encourage the use of Learning Sequences within SRE using the main pictures which link to the SRE concept being studied in the context of similar past learning in the subject.

- Revisit and Review (Mainly discussion form): Brief review of learning covered in previous lesson/s;
- Lesson title/ Learning Intention: Labelling the lesson to allow clear understanding of the concepts being covered;
- Vocabulary: Identify any vocabulary that may need to be specifically taught;
- Key questions: Key learning is explored through key questions that build the knowledge in manageable steps;
- Opportunity to apply learning: Tasks / questions / activities / role play / discussion to show their understanding and apply their SRE knowledge;
- Evaluation / Feedback: On-going throughout a lesson and unit, in many forms including peer, self and teacher feedback and evaluation;
- Final reflection: At the end of a unit, pupils will reflect on the learning in some way, through a practical activity / art inspired creation / formal discussion or another appropriate form of reflection.

## **Planning:**

The Long Term Plan for SRE is part of the whole school Vauvert Curriculum document which links into our PSHE. Each unit, and its learning sequences are provided by the PSHE Subject Leader. Unit Plans are developed to ensure that the learning sequences are taught in an effective way.

## **Teaching:**

We organise classes in such a way that children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as School Nurses, SHARE Colleagues and those from the Youth Commission. We use the agreed rules, which are designed to promote a culture of positive mutual respect, responsibility, calmness and kindness.

The compulsory aspects of SRE, which must be taught by the end of primary school, are the following:

- Young people should have a basic understanding of 'how a baby is conceived and born' before they leave primary school;
- All young people, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.

This is reinforced in assemblies, classrooms and all other opportunities throughout the school day and other areas of the curriculum. All staff are encouraged to develop a range of flexible, active learning methods which may include:

- Individual, paired and group tasks;
- Problem solving;
- Discussion, both teacher and pupil lead;
- Ground rules;
- Debate;
- Pupil Leadership Team;
- Drama and role play;
- Encouragement of active participation from all pupils.

### **Creating a safe and supportive learning environment:**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them.

These will need to include the aspects below:

- We take turns to speak;
- We use kind and positive words;
- We listen to each other in a supportive manner;
- We have the right to pass;
- We respect each other's privacy (confidentiality).

### **Early Years and the Foundation Stage:**

We teach SRE as part of our PSHE in reception and early years as an integral part of the curriculum. In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. We relate this to the objectives set out in the in Early Learning Goals (ELGs). The three learning aspects of PSED are:

- Making relationships;
- Self-confidence and self-awareness;
- Managing feelings and behaviour.

Planning is a balance of child led and adult led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

## **Key Stage 1 and Key Stage 2:**

We teach PSHE weekly in each key stage. Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit, the Thematic Model Bailiwick Version 2022 as well as the PSHE Association accredited resources. Updates of accredited resources are shared during staff meetings and accessible to all teachers on the staff shared drive as well as on our Google drive. The programme is taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. See Appendix 2.

## **Confidentiality and handling disclosures:**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they must record their concerns and pass this onto the designated safeguarding member of staff. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher/ Designated Safeguarding Lead throughout the process. Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. If a safeguarding issue is raised by an anonymous question, we will ensure that action is taken in accordance with the Safeguarding and Child Protection Policy. Where a question is asked of a delicate nature and the member of staff feels the question is inappropriate to respond to in class. The member of staff will respond quickly and will telephone the child's parent or carer to discuss this.

## **Assessment/Monitoring and Feedback:**

The teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the children will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress.

## **Working with Parents/Carers including the Right to Withdraw:**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents are informed about curriculum content and areas being taught via the school's website, by termly leaflets outlining the curriculum areas being taught, and also through posts on Dojo.

Parents and/or carers are kept up to date with their child's progress and development through relevant discussion at parents' evenings and through the end of year reporting process. Parents/carers have the right to withdraw their child from sex education (other than the sex education which is part of the science curriculum). The following is taken from the DfE RSE Statutory Guidance '21. *Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.*' This request must be in writing to the Headteacher. Withdrawing children from SRE is not common practice and parents/carers should first have the opportunity to discuss any concerns with the school's Headteacher, PSHE co-ordinator, class teacher or SHARE.

Sex and relationships topics can arise incidentally in other subjects and it is important that parents/carers are aware that it is not possible to withdraw learners from these relatively limited and often unplanned discussions.

## **Responsibilities/Accountabilities:**

### Headteacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- Head teachers have a duty to ensure that SRE teaching complies with this policy and is accessible to all children and young people, regardless of their sexual orientation or gender identity. Inclusive SRE will foster good relations between learners, tackle all types of prejudice – including homophobia, biphobia and transphobia – and promote understanding and respect;
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- Proper provision is in place for pupils with different abilities and needs, including children with ALN.

### Subject Leader:

In school, the PSHE Subject Leader is responsible for ensuring delivery of SRE within the PSHE curriculum in compliance with this policy and additionally for ensuring that relevant and current information on SRE is published in the school's prospectus / on the website. The school prospectus must provide links to this policy and clearly explain the rights of parents/carers and the learners with regards to SRE in schools. The PSHE Subject Leader in schools are also responsible for managing complaints. Therefore, the subject leader will work to deepen their own understanding of the subject both at a local level and a national level. This may include attending CPD where possible and working with other leaders in school, across the Bailiwick, and across the wider world.

The subject leader will analyse the intended content of the subject, know what is being delivered, when and why, and understand the impact of the provision. In doing so, they will consider:

The subject leader will monitor plans including teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement.

The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of teaching and learning through the school from Early Years Foundation Stage through to Year 6.

To ensure that any visitors are invited into school to allow children to have access to a range of professionals that support their learning and understanding of PSHE/SRE.

Ensuring that teachers follow the PSHE Association Planning Toolkit, the Thematic Model Bailiwick Version 2022 as well as the PSHE Association accredited resources to support and develop PSHE across the whole school consistently.

The PSHE/SRE subject leader ensures they are kept informed of relevant changes to aspects of PSHE/SRE by attending local cluster meetings, Healthy Schools and PSHE network meetings.

The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

The subject leader will work to fill any gaps in coverage, either through the addition of planned learning opportunities to current content, or the creation of specific new curriculum opportunities, such as subject specific focus weeks.

Teaching resources, such as topic maps or knowledge organisers, may need to be developed in order to fill gaps in children's learning and offer the chance to 'level the playing field' of knowledge.

Subject leaders will work with staff to develop their pedagogical content knowledge, whether this be by delivering INSET, suggesting recommended reading, recommending CPD opportunities, or arranging visits to other schools.

As part of the monitoring process, subject leaders triangulate evidence to gain a deep understanding of the learning and teaching in school.

At set times during the year, as part of the whole process, a subject leader should analyse and evaluate the impact of their work.

#### Class Teachers/PPA Teachers:

The class teacher will ensure that the school curriculum is implemented in accordance with this policy and will liaise with the subject leader should advice or support be required.

#### Learning Support Assistants:

In consultation with the class teacher, Learning Support Assistants will ensure that the school curriculum is implemented in accordance with this policy. They will work to ensure that learning experiences are of the highest quality to ensure best outcomes for learners.

#### ALNCo:

In consultation with all teaching staff and Learning Support Assistants, the ALNCo will endeavour to support the effective delivery of the curriculum, to remove barriers for all children, and to advise on effective support for pupils identified as having ALN.

### **Links to Equality, Inclusion and ALN:**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. SRE is taught inclusively to all children regardless of their gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, whilst at the same time addressing the need for equal opportunity. The SRE curriculum is in line with the Equality, Inclusion and ALN policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

## **Monitoring:**

Curriculum coverage and effectiveness is monitored on many levels. Overall monitoring is the responsibility of the Headteacher with support from the Senior Leadership Team and Subject Leader.

Strategies to monitor coverage and effectiveness are:

- Scrutiny of planning;
- Book Looks;
- Pupil Book Study;
- Lesson Observation;
- Pupil discussion - formal and informal;
- Parent discussion formal and informal;
- Surveys and questionnaires;
- Monitoring of attainment and progress data;
- Discussion with staff.

## **Impact:**

Our approach to teaching SRE is to promote the active engagement in learning, rather than passively receiving information. Children are provided with opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills. Children are provided with a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

As a result of our SRE programme, children at Vauvert Primary School will:

- Develop the confidence to talk, listen and think about feelings and relationships as well as making and maintain friendships;
- Understand and respect different types of families, including families with same sex parents;
- Develop positive attitudes about growing up by exploring their own and other people's attitudes and values;
- Challenge and prevent discrimination based on sexual orientation and gender;
- Prevent sexist, sexual, homophobic and transphobic language and bullying;
- Challenge gender stereotypes and inequality and promote equality and respect in relationships including knowing and understanding about reproduction;
- Know the correct biological names for the parts of the body, including the male and female reproductive parts;
- Know and understand about emotional, social and physical changes at puberty;
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers;
- Keep safe online and offline by recognise when something is risky or unsafe;
- Know where are how to seek information and advice when they need help.

## **Links to other policies:**

- Behaviour
- Anti-bullying
- Child Protection and Safeguarding

- Online safety
- Curriculum Policy
- Inclusion, Equality & SEND Policy
- Learning & Teaching Policy
- Feedback & Marking Policy
- Assessment, Recording & Reporting Policy
- PSHE Policy

## **Appendix 1: The Role of SHARE IN SRE**

SHARE is a service funded by Education and is responsible for developing and maintaining the Committee for Education, Sport & Culture's policy on sex and relationship education. Staffed by 2 part time qualified health professionals and a part time office manager, SHARE manages and reviews the SRE curriculum and delivers its core lessons at Key Stages 2 each year group twice a year. Additionally SHARE practitioners can support delivery at Foundation Stage, Key Stage 1 should schools require it.

They also maintain considerable resources to assist PSHE coordinators in developing robust programmes in their schools. These resources include but are not limited to the SHARE service level agreement; session plans; leaflets for parents/carers; and sample letters from schools to parents/carers about planned lessons. SHARE also offers mini workshops to parents/carers to provide information on their SRE programme and the opportunity for parents/carers to ask questions.

Teaching professionals involved in the delivery of SRE should be given appropriate training and support, which is available from SHARE. It will ensure:

- There is flexibility to respond to the changing needs of learners, for example new topics identified through
- learner consultation
- The curriculum includes opportunities for learners to explore SRE topics with parents/carers at home
- Schools communicate to ensure curriculum progressions upon transition from primary to secondary phases
- The biological aspects of sex education are adequately covered in science
- SHARE can be reached by email [share@gov.gg](mailto:share@gov.gg) on 01481 227707

### What SHARE Teaches in a Primary School Setting:

#### Year 5: 1 Session

- Pupils will understand some ways to stay safe and healthy and the importance of good personal hygiene. We will introduce the concept of puberty and promote a healthy attitude towards growing up and identify who to ask for help (gender split).

#### Year 6: 2 Sessions

- We deal with emotions, self esteem and growing up and tell the students about body changes at puberty, coping with them and accessing help and advice.
- Baby in the family.

## Appendix 2: What is taught in SRE lessons linked to the PSHE Curriculum?

Foundation Stage (Reception) pupils learn to:

- Develop positive relationships with adults and children
- Manage their own basic hygiene and personal needs
- Talk about similarities, differences and changes
- Talk about how they and others show feelings
- Say when they do or don't need help

Key Stage 1 pupils learn to:

- Simple hygiene routines that can stop germs from spreading
- To recognise and name different feelings
- That there are different types of families
- The process of growing and changing from young to old
- To name the main parts of the body, including external genitalia
- To recognise that some things are private; that parts of their body covered by underwear are private
- To understand the importance of not keeping adults' secrets (only happy surprises)
- To identify who to talk to if they feel unsafe or worried

Key Stage 2 pupils learn:

- The wider importance of personal hygiene and how to maintain it
- A varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- To recognise and respect that there are different types of family structure and that families of all types can give family members love, security and stability
- That for some people gender identity does not correspond with their biological sex
- That people may be attracted to someone of the same sex or different sex to them
- About privacy and personal boundaries; what is appropriate in friendships and wider relationships
- About seeking and giving consent in different situations
- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- About the physical and emotional changes that happen during puberty
- About how babies are conceived and born
- How to ask for advice or help for themselves or others

### **Appendix 3: Associated Documents and Links**

Bailiwick of Guernsey Curriculum

<http://bridge/teamsite/education/policies/Curriculum%20and%20Assessment/Forms/AllItems.aspx>

Comments, Compliments and Complaints

<http://bridge/teamsite/education/policies/Communication/Forms/AllItems.aspx>

Drug, Alcohol and Tobacco Education Policy

<http://bridge/teamsite/education/policies/Drugs%20Alcohol%20Tobacco%20Education/Forms/AllItems.aspx>

[x](#)

External Providers and Support Agencies Policy

<http://bridge/teamsite/education/policies/External%20Providers/Forms/AllItems.aspx>

SHARE website on gov.gg

<https://www.gov.gg/SHARE>

Thematic Bailiwick Model March 2022

<https://drive.google.com/drive/folders/1PGsuTfv9B942Cypkm6S1Gz4X8flUKAdO>

PSHE Association Programme of Study.

<https://drive.google.com/drive/folders/1PGsuTfv9B942Cypkm6S1Gz4X8flUKAdO>

Question Based Model - Bailiwick Version March 2022

<https://drive.google.com/drive/folders/1PGsuTfv9B942Cypkm6S1Gz4X8flUKAdO>