

Highbury Quadrant Sex and Relationships Education (SRE) policy

Primary and secondary schools are legally obliged to have a SRE policy that describes the content and organisation of SRE. This policy acts as the school's central reference point for SRE as part of personal, social and health education (PSHE).

Date of review: March 2017

Date to be reviewed: March 2019

The policy is available in the main school office, on the school's website and in teachers' shared drive.

Contents

Section one: page 2

The SRE policy

- Purpose of the SRE policy
- Consultation process
- Definition of SRE
- Roles and responsibilities in school
- Staff continuing professional development
- SRE and safeguarding children
- Confidentiality
- Working with parents and carers

Section two: page 5

Sex and relationships education within PSHE

- Establishing a safe and supportive environment
- Good practice in teaching and learning
- Inclusion
- Assessment
- SRE curriculum
- Visiting speakers
- Monitoring and evaluation
- Resources

Appendices:

1. Sex and Relationships Education policy summary - p8
2. SRE in the curriculum – p10
3. Science national curriculum sex and relationships education - p13
4. Teaching about puberty: joint briefing by the Association of Science Education and PSHE Education - p14
5. Female genital mutilation – FGM - p16

Section 1:

The SRE policy

Purpose of the SRE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to SRE within PSHE.

Consultation process

The consultation and development process involved staff, governors, pupils and parent/carers in the following ways:

Pupils: needs identification - what they want to know; School council; confidential questionnaire; focus groups; classroom discussion;

Parent/Carers: survey; meetings; focus groups; letter home;

Staff and Governors: training; discussion at meetings;

Definition of SRE

Sex and relationships education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. SRE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their self-esteem and confidence to positively view their own sexuality.

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of SRE is Mrs Ania Buhorah who is PSHE & Healthy School Lead in HQ.

The school Governors oversight the SRE Policy.

Staff continuing professional development

The school provides staff's professional development in SRE within PSHE through trainings provided by Islington Health and Wellbeing Team.

All members of staff are aware of the school's confidentiality/child protection/pastoral policy and teach within the context of it.

SRE and safeguarding children

At Highbury Quadrant school we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

We have lessons in sex and relationships education as part of our PSHE programme. This enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed

The curriculum can include a range of potential issues such as:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic and transphobic abuse

- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to local area or population, for example, gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages.

We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's child protection lead Miss Higgins if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Activities use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.

In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupil was at risk of harm or abuse.)

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. If a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always talk to the designated child protection lead.

The legal age for sexual consent is 16. Staff may believe that under 16 is too early but the law does not wish to criminalise young people who are in a mutual sexual relationship. If a young person discloses that they are in an underage sexual relationship it may be appropriate although not a legal requirement, to assess whether there are any serious consequences. Any cases of concern should be discussed with the child protection lead of the school.

Working with parents and carers

Parents have been involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Special parents evenings where the SRE programme is discussed during Year 2, Year 4 and Year 6 classes.
- Before SRE lessons in years 2, 4 and 6 a letter to parent/carers is sent out describing the SRE their children will cover. In this way, parent/carers can be prepared to answer questions at home.
- Workshops for parents on how to talk confidently to their children about sex and relationships.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the

biological aspects of human growth and reproduction and the spread of viruses.)

If parents approach the school to withdraw their child from SRE they will be shown the SRE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 3: Science national curriculum sex and relationships education)

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom at other times.

Section two

Sex and relationships education within PSHE

SRE within PSHE is developmental and appropriate to the age and needs of every pupil. It is part of a well planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

- Boundaries for discussion and issues of confidentiality are discussed before SRE lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

Good practice in teaching and learning

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

Inclusion

All children and young people whatever their experience, background or identity are entitled to good quality SRE that help them build a positive sense of self. Respect for themselves and each other is central to all teaching. The SRE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience.

SRE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships.

Teachers of SRE agree to work within the school's framework for SRE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of SRE.

Things to consider:

- Staff approach SRE sensitively, knowing that their pupils are all different and have different family groupings.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- SRE caters for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links with the school's inclusion policy.

The SRE curriculum

See suggested tables in Appendix 2 - SRE in the curriculum: Learning intentions in the Primary SRE scheme of work within PSHE

Visiting Speakers

SRE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom.

Highbury Quadrant liaise with Islington Health and Wellbeing Team who comes and supports our teaching staff on a regular basis.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school SRE policy, together with the SRE curriculum which they are expected to follow.

Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

- brainstorming and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self evaluation
- reflective logbooks
- one to one discussion

Monitoring and evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for the monitoring and evaluation of SRE.

A range of methods are used including:

- lesson observations
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- data collected from initial need assessment is compared to same assessment at end of topic.

Resources

- A whole primary school curriculum for sex and relationship education – Healthy Schools Islington

Appendix 1

Highbury Quadrant Sex and Relationships Education Policy Summary

This is a summary of Highbury Quadrant Sex and Relationships Education policy. For further details please see the full policy together with appendices. The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to SRE within PSHE. This summary, with the school's SRE curriculum printed overleaf will be circulated to all staff and given to visiting speakers. Senior Staff and staff teaching PSHE should read the whole document.

Definition of SRE

Sex and relationships education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. SRE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to positively view their own sexuality.

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of SRE is Mrs Ania Buhorah – PSHE & Healthy School Lead.

The governor or committee who have oversight of SRE is <name>

Staff continuing professional development

The school provides staff's professional development in SRE within PSHE through trainings provided by Islington Health and Wellbeing Team.

All members of staff are aware of the school's confidentiality/child protection/pastoral policy and teach within the context of it.

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on to the school's child protection lead if what is disclosed indicates that a pupil is at risk of harm.

If pupils disclose to visiting speakers then the visitor should report this to staff for school follow up.

Parent/Carers rights and partnership with school

The school works in consultation with parent/carers, consulting them regularly on the content of the SRE programme.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction within National Curriculum Science).

The SRE curriculum within PSHE

See overleaf for the summary of what is in the school SRE curriculum.

Visiting speakers

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school SRE policy, together with the SRE curriculum which they are expected to follow.

Dissemination, monitoring and review

The SRE policy is made available to staff and parent/carers in the school main office and on the school's website.

Visitors working with pupils are given a copy of the SRE policy and curriculum and work within its framework. The SRE policy will be monitored by Mrs Ania Buhorah and reviewed on biannual basis.

Appendix 2

SRE in the curriculum: Learning intentions in the Primary SRE scheme of work within PSHE

| Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
|---|---|--|---|---|---|
| SRE, Boys and girls and families | Other Areas of PSHE | SRE, Growing up and changing | Other Areas of PSHE | SRE, Healthy relationships How a baby is made | Other Areas of PSHE |
| <ul style="list-style-type: none"> understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from old to young and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special | <p>Drug, alcohol and tobacco education</p> <ul style="list-style-type: none"> about what goes onto our bodies and how it can make people feel <p>Mental health and emotional well-being</p> <ul style="list-style-type: none"> about being co-operative with others <p>Keeping safe and managing behaviour and risk</p> <ul style="list-style-type: none"> about personal safety and who they can talk to <p>Identity, society and equality</p> <ul style="list-style-type: none"> about people that are special to them and what they do | <ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about the impact of puberty in physical hygiene and strategies for managing this about the physical changes associated with puberty about menstruation and wet dreams how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty strategies to deal with feelings in the context of relationships to answer each other's questions about puberty with confidence, to seek support and advice when they need it | <p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about similarities and differences between themselves and others about what makes a good friend about dealing with issues that might arise in friendship about different emotions and how to manage these | <ul style="list-style-type: none"> about the changes that occur during puberty consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships about human reproduction in the context of the human life cycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of carers and parents to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Year 6, HIV and contraception</p> <ul style="list-style-type: none"> some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted about how the risk of HIV can be reduced that contraception can be used to stop a baby from being conceived | <p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about stereotyping including gender stereotyping about prejudice and discrimination (in relation to homophobia) and how this can make people feel |

Appendix 2

Learning intentions for secondary SRE taken from *SRE Covered*

| Key stage three | Key stage four |
|---|---|
| <p>PUBERTY</p> <ul style="list-style-type: none"> • know the male and female parts of the body and recognise that every body is unique(including understanding about FGM) • know how male and female bodies change at puberty and that the changes happen gradually and at different times • understand menstruation • learn about the emotional and social changes that occur during puberty, and how to manage these • understand the changing need for personal hygiene • know how to use hygiene products | <p>EXPLORING RELATIONSHIPS</p> <ul style="list-style-type: none"> • learn about the different influences on sex and relationships including parents, media, gender, peers, culture, religion • are aware of different experiences relating to sex and relationship and have an understanding of sexuality • learn how pornography and sexualised media can influence expectations of behaviour in sex and relationships • are able to identify what they want, enjoy and value within sex and relationships and have an understanding of sexuality • identify appropriate sources of help, and recognise the value of getting support |
| <p>HEALTHY RELATIONSHIPS</p> <ul style="list-style-type: none"> • understand the reasons for having relationships • understand the range of different relationships • identify what they want and value from relationships • identify what is acceptable and unacceptable in a relationship • understand what domestic violence is • know how to get support and help • can identify influences on behaviour such as gender, parents, media (including pornography), peers, culture and religion • are able to identify stereotyping and bullying (gender, sexual and homophobia) and understand where it comes from and how it is perpetuated | <p>SAFE SEX AND RELATIONSHIPS</p> <ul style="list-style-type: none"> • explore how to conduct healthy sexual relationships • learn what consent means in the context of sex and relationships • understand that pleasure, respect and responsibility are essential parts of a safe and healthy relationship • identify exploitation and coercion in relationships • know how to access and what to expect from sexual health and relationship services • know about contraception – what it is, how it is used, how to get it – and negotiating skills using it • know about STIs • understand the effects of alcohol and drugs on behaviour |
| <p>SEX AND CONTRACEPTION</p> <ul style="list-style-type: none"> • explore decision-making about sex • understand what consent means • understand the law and their rights • can demonstrate some negotiations an assertiveness skills relating to sex and contraception • understand conception and fertility • know the main types of contraception and how they work • know that contraception is free, easily available and where and how to get it | <p>PREGNANCY CHOICES AND DECISION-MAKING</p> <ul style="list-style-type: none"> • explore the different circumstances in which unwanted or unplanned pregnancy can occur, including non-consensual sex • recognise the symptoms of pregnancy • understand how pregnancy tests work, and when emergency contraception can be taken • understand about pregnancy options and decision-making • understand the basic facts about abortion |

- | | |
|--|--|
| | <ul style="list-style-type: none">• know where they can get professional support and confidential services |
|--|--|

SEXUAL HEALTH

- understand that sexual health is both physical and emotional, and that respect and responsibility are central to it
- know the range of available sexual health and relationship services, what they offer and how to access them
- know about some common STIs: what they are, how they are transmitted, their symptoms, that they can be treated and how to prevent them
- understand about HIV and AIDS

PARENTING

- learn about the impact of pregnancy and parenthood – physically, socially and financially
- understand the demands and challenges of parenthood and the impact that parenting can have on relationships, lifestyle and opportunities
- consider when might be the right time to become a parent
- understand what skills and qualities are necessary for parenting, and what practical circumstances make parenting easier

Appendix 3

Sex and relationships education in the National Curriculum Science programme of study

Key Stage 1

YEAR ONE

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

YEAR TWO

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

YEAR FIVE

Living things and their habitats

- Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- Describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)
See appendix 4 Joint briefing by the Association of Science Education and PSHE Education

Key Stage 3

Biology, Reproduction

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the maternal lifestyle of the foetus through the placenta.)

Key Stage 4

Biology, Health, disease and the development of medicines

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)
- Reducing and preventing the spread of infectious diseases in animals and plants

Biology, Co-ordination and control

- Principles of hormonal coordination and control in humans
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 4

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said:

"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."

"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (SRE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in SRE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from SRE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

"Pupils should be taught to describe the changes as humans develop to old age"

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

Appendix 5

Female Genital Mutilation - FGM

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

World Health Organisation 1997

“Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. “

Department for Education: Keeping Children Safe in Education April 2014

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child’s right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.

Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an ‘authorised absence’ just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and sex and relationships education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550

help@nspcc.org.uk