

Cockton Hill Infants' School Sex and Relationships Policy



Headteacher: Tom Cuthbertson
Chair of Governors: Bob Woods

Context of school

Cockton Hill Infants' School caters for children aged between 2-7. The school is located within the community of Bishop Auckland and receives great support from parents and the local community. Children who attend the school are predominantly white and come from single and dual parent families.

Description of the policy formation and consultation process

We place emphasis on consulting everyone in relation to policy formation and the policy is always available to parents and can be accessed at the school office.

Objectives of the SRE Policy

SRE education within Cockton Hill Infants' School aims to equip pupils with the necessary skills, understanding and awareness of pressures they may face within society today. It aims to highlight the role of the media and peer group in influencing and forming pressures and aims to give pupils the opportunities to develop strong decision making skills and furnish them with the ability to make healthy and informed decisions, at all stages of their life. SRE aims to explore and respect others lifestyles, opinions, attitudes and values and to recognise difference and diversity in today's world.

The SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active discussions and teaching learning activities as often as possible. SEAL lessons provide opportunities to discuss relevant age related topics. Wherever possible, parental involvement in SRE is to be encouraged.

The aim of the policy.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for SRE, so that all staff are aware of how to tackle any SRE related issue in line with policy.

Moral and Values framework

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self respect.
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- honesty.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views.
- not imposing our own views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

Equal Opportunities Statement

Cockton Hill Infants' School School aims to provide equal opportunities to all pupils. Our SRE teaching will be effective and will respond to the individual needs of pupils, cultures, faiths and family backgrounds.

Content/Learning Objectives of the SRE programme

A scheme of work detailing the content of SRE is available.

- In Key Stage 1, the main focus is on developing children's decision making skills and ability to understand and respect others opinions. There is also a strong emphasis on keeping safe and healthy, by making safe lifestyle decisions.

Throughout the programme, pupils 'practice' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them. We also provide many opportunities for pupils to explore their own and others' attitudes, values and opinions.

How the content will be delivered.

The content is developmental with topics being revisited and built upon. Where possible, pupils are taught by their own class teacher as their familiarity with the pupils makes them best qualified to deliver SRE. Staff use their professional judgement and knowledge of their own classes, when planning and delivering the SRE programme.

Organisation of the SRE Programme.

The Headteacher and PSHE coordinator are responsible for co-ordination of SRE. The governing body have responsibility for monitoring the programme and parental engagement.

SRE is delivered predominantly in PSHE lessons to ensure a comprehensive coverage; consolidation and extension of SRE is found in science and RE.

Teaching methods.

Ground rules are developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult.

Active learning techniques are developed during the delivery of the SRE programme, such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations. Pupils are given many opportunities to reflect on what they have learnt in SRE lessons.

The PSHE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience and are relevant and suitable to the age group in question.

Dealing with sex-related pastoral incidents

- Please refer to the Child Protection Policy.

Specific Issues Statements

Language/Vocabulary

During all SRE lessons, the correct terms for all body parts and functions will be used. The meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

Use of visitors to deliver SRE

Whenever an external speaker is going to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the SRE policy and all lessons are evaluated by staff.

The visitor will also be supervised by a member of staff at all times.

Please also refer to the PSHE policy, for guidance on the use of external speakers within PSHE lessons.

Confidentiality

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm.

Effective PSHE and Citizenship teaching may bring about disclosure of issue and incidents regarding Child Protection.. All teaching staff are aware of the process for reporting concerns regarding Child Protection and refer these to the designated Child Protection Officer, namely the head teacher. A child's confidentiality is maintained at all times and teachers support children throughout any sensitivity and child protection issues.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues. All PSHE issues are taught openly and without bias. A wide variety of views and beliefs are presented to pupils, so that pupils can then form their own opinions from a wide evidence base and learn to respect difference and varied opinions. All staff respect the variety of views that pupils will possess on PSHE topics.

Informing parents/carers about their right to withdraw their child

Parents are informed by letter of SRE assemblies eg PANTS. They may view all teaching resources that will be used in the delivery of their child's SRE and parents are welcomed to join their child in any SRE or PSHE session.

Every parent has the opportunity to tell their child's class teacher if they wish for their child not to be included within a session. Parents are encouraged to view any materials linked to sensitive topics, prior to teaching commencing, if they require reassurance of subject content.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while SRE is being taught.

Child Protection Procedures

The school has a SLT who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Pupils' Access to Help and Support

The school has an information board near the main foyer of the school where childline posters and information about any agencies that support the welfare and health of children, are displayed. Any relevant leaflets will also be available.

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

Dealing with sexually explicit questions

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions:

- It would be made clear to pupils, by means of ground rules, that personal questions would never be asked by pupils or the teacher.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the SRE programme can be adapted to deal with this issue, so as to prevent pupils from becoming misinformed or receive biased information.
- Teachers' will not answer questions on the practicalities of sex.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching SRE then provision will be made for another teacher that is known to the children to deliver the SRE. This would usually be accommodated by the teacher from the parallel class taking the SRE. The school feels that this course of action is justified if the member of staff is uncomfortable with teaching elements of the SRE curriculum.

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the SRE policy and are aware of its content through discussion of the final draft. A copy is always available for parents in the school office. Parents

will be kept informed of any developments or opportunities in SRE. Governors have responsibility to the SRE policy production and have been involved in the reviewing process.

The SRE policy is available on request and on the school website.

Arrangements for Monitoring and Evaluation

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme which will be reviewed annually, by means of discussion with all parties involved. A formalised evaluation exercise will be completed by staff at the end of the SRE unit of work, along with evaluations of the PSHE programme as a whole, half termly.

To be read in conjunction with:

- ◆ PSHE Policy
- ◆ Science Policy
- ◆ Confidentiality Policy
- ◆ Child Protection Policy
- ◆ SMSC Policy

Name of Governor for PHSE/Health/SR - Judith Bainbridge

Review Date for Policy – September 2022

Signed by Chair: Bob Woods

Date: October 2021

Parental consultation completed via email in May 2021