

# HAMPDEN GURNEY

## Church of England Primary School

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### **Hampden Gurney Church of England Primary School** **Sex and Relationships Policy**

#### **Our Vision**

**“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.”**

Our school vision is deeply rooted in the theology and Biblical teachings of Matthew 7:7 which speaks of the importance of prayer as a way of developing an enriched life and personal relationship with God as Father, Son and Holy Spirit. At the heart of our school community is a commitment to prayer and worship. Our curriculum provides children with a thirst for knowledge and wisdom, a high level of challenge and a deep understanding that we are all equal and made in the image of God. Our relationships with each other, our local community and global companions leads us to want to care and serve others.

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## 1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hampden Gurney we teach SRE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

## 5. Delivery of SRE

**5.1** SRE is taught within the personal, social, health and economic (PSHE) education curriculum via The Jigsaw Program. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

**The National Curriculum Science sets out statutory elements that schools are compelled to cover.**

### In Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each senses.
- notice that animals, including humans, have offspring which grow into adults

### In Key Stage 2:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The non-statutory framework for PSHE covers the relationship and emotional aspects of SRE. At Hampden Gurney we use the Jigsaw program of study for PSHE. This includes

### 5.2 Equal opportunities:

Hampden Gurney believes that SRE is important for all children. This policy is written with the inclusion of all pupils in mind.

1. Gender: A variety of activities will help to engage both boys and girls and will match their different learning styles. In some cases, the provision of a single sex session will also make SRE relevant to both boys and girls.
2. Ethnicity: Hampden Gurney has a wide range of ethnic backgrounds. We recognise this and realise that different cultures deal with sex education in different manners. By consulting with parents and governors, we aim to provide an SRE curriculum that is culturally appropriate and inclusive of all children.
3. Special Educational needs and learning difficulties: All children will be able to access SRE. Teachers will differentiate lessons appropriately.

### **5.3 Confidentiality and child protection:**

If there is an occasion where a teacher is approached by a pupil who is sexually active or contemplating sexual activity, this should be viewed as a child protection issue. In line with the school's policy of child protection, the following steps should be taken:

1. The teacher needs to discuss the matter with the schools' child protection officer.
2. The child protection officer will make sensitive arrangements, in discussion with the pupil to ensure that parents/carers are informed.
3. The child protection officer will address the issues and ensure that help is provided for the child and family.

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

### **6.2 The head teacher**

The head teacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of SRE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

### **6.4 Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from SRE.

## **8. Training**

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

## **9. Monitoring arrangements**

The delivery of SRE is monitored by the head teacher and/or deputy head teacher through: planning scrutinies, learning walks, etc.

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the head teacher/deputy head teacher bi annually. At every review, the policy will be approved by the governing board.

SRE Policy reviewed: Feb 2019

To be reviewed: 2021