



Positive Relationships Policy (SRE)

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Rights Respecting School

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- Article 19 – Protection from violence, abuse and neglect, children have the right to be safe
- Article 28 – Children have the right to education
- Article 24 - Children have the right to be healthy – physically and emotionally
- Article 17 - Children have the right to reliable information

Policy Updated: March 2023

Policy Renewal frequency: every 2 years

Policy Renewal Date: March 2025

Rationale

We believe that effective SRE teaching makes a significant contribution to pupils' emotional health and wellbeing, enabling pupils to make and maintain positive relationships and make responsible and informed decisions. SRE is a life long learning process of acquiring information, developing skills and forming positive beliefs and attitudes to and about sex, sexuality, relationships and feelings.

Children receive messages and impressions from a variety of sources, not just the home and the school. Many schools see themselves as the place where children can clarify and make sense of the impressions, messages and information they are receiving elsewhere, including from television. Therefore, the asking and answering of questions is an important part of the educational function of a school. Strong negative messages can be given to children by the refusal of schools to answer children's information-seeking questions; or dismissing or discounting such questions. Consequently, we will answer children's questions appropriately according to their age and context. Teachers will use their professional judgement in these instances and seek advice if necessary.

The SRE programme at Virginia Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and wider community.

We will deliver the SRE curriculum in a safe and secure learning environment, with staff that pupils know and trust. Staff will be supported in the delivery of the statutory and non statutory curriculum by specialists, such as the School Nurse and Local Authority Advisers from The Healthy Schools Team. This will ensure that staff are knowledgeable, feel competent and confident about teaching potentially sensitive content.

The document has been written with reference to the current National Curriculum requirements and recommendations; the relevant legislation; Guidance on Sex and Relationship Education published by the Education Service of the Archdiocese of Westminster; and the booklet Sex Education: The Muslim Perspective, published by the Muslim Educational Trust.

The school has been advised by Local Authority consultants in preparation of this document, taking into account the three key principles below:

We believe:

- Pupils have an entitlement to a programme of sex and relationship education
- Any such programme should be age appropriate and should address the whole person in terms of information, moral development and emotional and social maturity
- Parental and community views will be taken into account in defining the policy and teaching programme.

Other related policies and documents include; PHSEE and Citizenship Policy, Anti Bullying Policy, Safeguarding and Child Protection Policy, Teaching and Learning Policy and Single Equality Policy.

Aims and Objectives

The teaching of sex and relationships education at Virginia Primary School will be implemented so that it will help in the school's practice to:

- Reassure children of their value and self-worth, including aspects of dignity, self-respect and self restraint
- Nurture a responsible attitude towards personal relationships, including aspects of mutual respect and care and the development of sensitivity towards the needs of others
- Provide knowledge of loving relationships
- Emphasise the positive attributes of marriage and its contribution to society
- Provide knowledge of human reproductive relationships
- Provide opportunities for children to discuss, question and make sense of the messages and impressions about sex and sexuality which they receive from a variety of sources, including the media
- Establish a vocabulary and atmosphere where the asking and answering of questions about sex and sexuality can be done within agreed boundaries and guidelines

- Inform children on matters of personal hygiene and related health issues
- Encourage the exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours
- Educate against discrimination and prejudice in line with our single equality policy. This means discussing different family units and relationships including same sex relationships.
- Empower children to make informed choices about sexual matters and behaviours so that they may avoid exploitative behaviours and actions

Training provision

Staff who are required to teach the programme will be supported by an audit of training needs and the provision of INSET at the school.

Training for all staff will be provided on the aims and intentions of SRE work; and in responses to children's questions. Support staff will often be those first approached by children with questions and it is important that all staff are aware of the topics and vocabulary being introduced; of the questions and topics which are likely to be of interest or concern to children in specific age groups; and the vocabulary and content of children's questions or overheard conversations which may raise child protection concerns.

Parental Involvement

In formulating this policy, parents have been consulted through a series of school based workshops.

Parents have the legal right to exempt their children from any sex education teaching which does not form part of the National Curriculum Science Orders. Any parent wishing to exercise their right to exempt their child from SRE lessons will be asked to do so in writing, addressing their request to the head teacher. This will then be followed up with a meeting with the head teacher to discuss their own arrangements for teaching SRE in line with statutory requirements.

This parental right will not be implemented in a way which inhibits spontaneous discussion or questioning in lessons.

In KS2, parents will be informed before the additional offer lessons take place and provided with an outline of the additional offer. Parents that require further clarification will be invited to contact the deputy head teacher.

Confidentiality

All of the learning in SRE takes place under the rules and framework of circle time, for example 'what is said in the circle stays in the circle'.

Child Protection

However, should a child make a disclosure which becomes a child protection matter confidentiality does not apply and the issue must immediately be referred to the Designated Safeguarding Lead.

Outline Teaching Programme and Materials

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health and Economic Education and Citizenship.

The lessons will take place in the first half of the summer term each year in years 5 and 6. We aim to teach the series of lessons over one week. This will mean that parents are prepared for discussions children may want to have as a result of their learning.

We want to offer all children in year 5 and 6 the opportunity to learn about the changes experienced during puberty. We want them to recognise as they approach puberty how peoples' emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

We want children to recognise risks in different situations and how to behave responsibly and this includes what kind of physical contact is acceptable and unacceptable. This is a safeguarding issue.

We want children to understand that pressure to behave in unacceptable and risky ways can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong. (for example, sending explicit images on internet, texting etc.)

Lesson	Provided by	Main focus	Science Links	Topic Links – <i>Potions and Poisons</i>
1. Feelings, Emotions and Empathy	LBTH HLT	How to manage changing feelings and emotions and empathise with others		Overview of how pollution has affected communities and populations around the world
2. Behaviour and Boundaries 1	LBTH HLT	Responsible and irresponsible behaviour – risks and consequences	Living Things: Animals inc humans recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Exploring the positive/negative effects of various substances and chemicals (eg medicine, vaccines, alcohol, tobacco, sugar) on the human body
3. Behaviour and Boundaries 2	LBTH HLT	Establishing personal boundaries, asking for help		
4. Puberty 1	LBTH HLT	The main changes to male and female bodies during puberty	Living Things: Animals inc humans Describe the changes as humans develop to old age <i>(Statutory offer covered in Spring 1 topic – Circle of Life/Predator and Prey – content agreed with GB)</i>	
5. Puberty 2	LBTH HLT	How to manage some of the changes that occur during puberty	Living Things: Animals including humans Describe the changes as humans develop to old age <i>(Statutory offer covered in Spring 1 topic – Circle of Life/Predator and Prey – content agreed with GB)</i>	How science has developed new ways to stay clean and healthy - deodorant, medicine, soap etc

Other topics

After consultation with parents and governors, a decision has been made that the additional topics set out below will **not be included** in the formal teaching programme.

- Contraception
- Abortion

As a school community, we recognise that the topic of AIDS and HIV are regularly referred to in news articles and the media. This is often in relation to fund raising that wants to support families at home and abroad affected by this issue. Therefore, in year 6 HIV and AIDS will be discussed within this context.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area and refer to the designated Child Protection person if they are concerned.