



**Kennington
Park Academy**

**Sex and Relationships
Education (SRE)
Policy**

Review date: Summer 2019

Kennington Park Academy -Mission Statement

Our primary aims are :

- To offer a secure and carefully structured environment, where disaffected and/or permanently excluded pupils develop as confident and independent learners able to achieve their best outcomes.
- To facilitate and support the successful reintegration of pupils into schools.
- To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance.

1.0 INTRODUCTION

1.1 aim of this policy is to ensure that staff, parents/carers and the Local Governing Body are clear about the statutory requirements regarding SRE and that pupils receive their educational entitlement. SRE is currently part of the NC from KS3 onwards. However, primary schools are required to teach the sec education parts of the Science Curriculum. We choose to teach elements of SRE in PSHE as well as Science.

1.2 We believe that :

- SRE is lifelong learning about ourselves including our emotions, self esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school, and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational need or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background –all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In school settings SRE is firmly rooted in PSHE.
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values , in order to support informed decision-making.
- As some of our students are particularly vulnerable, we need to provide them with the skills and knowledge necessary to keep themselves and others safe. **This links in with KCSIE 2018 guidance.**

1.3 The Curriculum is required to:

- Promote the spiritual, cultural, mental and physical development of pupils at the school and society,
- Prepare such pupils for the opportunities, responsibilities and experiences of adult-life.
- Show regard to the SRE curriculum for Key stages 1 and 2 as outlined in the DfE's SRE guidance published in 2000, the 1996 Education Act (sections 403-405) and the White Paper "The Importance of Teaching" (2010)

1.4 THE MORALS AND VALUES FRAMEWORK

SRE is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community. Children will learn about moral values through all aspects of school life and all curriculum areas, not just SRE.

1.5 SRE, taught within a framework which gives due regard to moral considerations and the value of family life, will:

- Take account of pupils' levels of knowledge and awareness of the issues being addressed.
- Develop pupil's self respect through the promotion of self-esteem, acknowledging the value of each individual pupil.
- Reflect an understanding of the range of family groups that children live in.
- Develop respect and sensitivity to others through a knowledge of difference.

1.6 At Kennington Park Academy we encourage and support pupils to:

- Take responsibility for their action and the consequences of actions.
- Develop positive relationships with other pupils and adults within the school community.
- Raise any issues that they may have about growing up.

2.0 THE AIMS OF OUR SRE PROGRAMME

- To develop positive attitudes that will inform their decisions, judgments and behavior
- To generate an atmosphere in which pupils can ask questions and discuss matters without embarrassment, knowing that they will be answered at a level appropriate to their development and understanding, and sensitive to the needs of everyone.
- To acknowledge and complement the role of parents/carers as key educators, to liaise with, and work in partnership with them.
- To provide information in an open and frank way in gradually increasing age appropriate detail.

- To provide the correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- To counteract misleading myths gained from the playground, peers , adults or media (including social media)
- To appreciate and understand the value of close relationships.
- To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To increase awareness of sexual identity, develop ideas of non-stereotypical gender roles and value of equal opportunities.
- To develop skills to recognise and resist exploitation –**this includes peer on peer abuse.**
- To help young people understand they have rights and should have control over who touches their body and to increase communication skills about such matters.
- To know what is appropriate and inappropriate touch.
- To inform and aid communication about forthcoming changes about their body- changes physical, emotional and social are all normal and acceptable.
- To make young people aware of the sources of help and information that is available to them and how to access these services.
- To develop skills and promote responsible attitudes and to understand the responsibilities of parenthood.
- To enable children to develop feelings of self-respect, self esteem, self-confidence, sympathy and empathy.
- To develop an understanding of other's beliefs, needs and feelings.

3.0 The SRE curriculum

The SRE programme is included in the appendix. There are also links to Science.

3.1 The delivery of the curriculum.

- The children are taught by their class teacher or by the teacher who is responsible for teaching PSHE to that class.
- Year 6 students will be taught in single sex groups and there may be occasions when younger pupils are also taught in single sex groups – dependent upon need.
- At times we use outside agencies (e.g Health Education Links/ the school nurse) to deliver the SRE curriculum to certain groups of students –this again is dependent upon need.

3.2 How PSHE is planned , monitored and evaluated

- The PSHE subject leader is responsible for planning and ensuring the SRE curriculum is being delivered.

- Discussions with staff and observations of lessons are two ways in which this is done.
- Elements of the SRE programme in the science National Curriculum are assessed using the Science key objectives.
- Teachers also undertake a variety of evaluations of their lessons and the children's response to them.
- The PSHE Subject Leader evaluates the SRE programme and its contents across the year and at least annually and reviews and amends as necessary.

4.0 PARENT/CARER RIGHTS TO WITHDRAW THEIR CHILD FROM SRE.

4.1 Section 405 of Education Act 1996 enables parents to withdraw their children from sex education **other than the sex education that is taught in Science –such as the biological aspects of human growth and reproduction.**

4.2 Parents/carers who wish to withdraw their child are invited to see the HT or their child's class teacher who will explore the concerns of the parent/carer and the possibility of adjusting the programme of study or approach. It will be discussed in detail with the parents/carers regarding withdrawal and the impact this may have on the child. With this, it will be made clear that if pupils are withdrawn from SRE lessons that if they ask any questions, that these will be answered honestly by staff, in line with their usual approach to questions from children around this subject matter.

4.3 The Kennington Park Academy is always committed to working in partnership with parents/carers and places the utmost importance on sharing equal and joint responsibility with parents/carers for the children's personal, social, health education. Children will be encouraged to talk about and discuss issues and learning at home and staff are always available to discuss any queries that parents/carers may have.

4.4 By working in partnership, parents/carers and staff can combine to provide the most effective SRE possible for the child both within the home and at school. It is important to note that the views of parents/carers and opinions are always welcomed.

4.5 If a parent/carer wishes to withdraw their child they must inform the HT in writing . We will then make alternative arrangements for the education of that pupil during that lesson.

5.0 DIFFICULT QUESTIONS AND SENSITIVE ISSUES

5.1 Primary school children do have awareness and some knowledge on matters such as HIV/Aids, sexuality (including homosexuality) contraception, abortion, divorce, rape, pornography and child abuse and often ask explicit and difficult questions about them, seeking answers, explanations and clarification.

5.2 Staff will answer questions with sensitivity and knowledge of their children when faced with such questions, taking into account what is appropriate for the child and other members of the group. Information on these subjects is potentially life saving and the aim is always to offer honest and responsible education to the pupils.

6.0 CONFIDENTIALITY AND SAFEGUARDING

6.1 Teachers will encourage **all** pupils to discuss their concerns with an appropriate adult. The negotiation of '*Ground Rules*' in SRE sessions is important for this reason. Teachers should make clear to pupils the level of confidentiality that they can offer.

6.2 Due to the guidelines in the Safeguarding Policy, teachers cannot offer or guarantee absolute confidentiality.

6.3 Teachers need to be aware that effective SRE – which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained. This could lead to safeguarding referrals.

6.4 Teachers should consult with the school's Designated Safeguarding Officers (Anne Sturman and Perry Savill) for advice on all safeguarding matters.

6.5 All outside agencies working within the KPA supporting the SRE programme will adhere to this policy.

7.0 RESPONSIBILITIES

7.1 Pupils

Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of bullying through the school's behaviour policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

7.2 Staff and Academy Council

Overall responsibility for this policy is with the Academy Council

7.3 The Subject Leader for PSHE is responsible for:

- Updating the SRE Policy and scheme of work in light of initiatives and change, and monitoring the development of the subject throughout the school;
- Co-ordinating external agency support for SRE.
- Monitoring the effectiveness of the planned and delivered curriculum for SRE.
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills.
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability appropriate resources for effective teaching and learning.

7.4 The head teacher is responsible for:

- Ensuring that the terms and ethos of this policy are followed.

7.5 The Academy Council is responsible for:

- Authorising the SRE Policy, and any subsequent reviews of the policy
- Ensuring that the terms and ethos of this policy are followed

7.6 Other members of the staff team are responsible for:

- Following the terms and ethos of this policy.

8.0 POLICY REVIEW

Reviewed Summer term 2013

Autumn term 2015

Autumn term 2018

Next review: Summer term 2019 –in line with curriculum changes

Anne Sturman
Headteacher
20.12.18

Appendix

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> that animals, including humans, move, feed, grow and reproduce that humans and other animals can produce offspring and these grow into adults recognize and compare the main external parts of the bodies of humans and other animals recognise similarities and differences between themselves and others, and to treat others with sensitivity 	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> About the process of growing from young to old and how people's needs change The names of the main parts of the body Rules for, and ways of, keeping safe...and about people who can help them to stay safe 	<ul style="list-style-type: none"> To recognise how their behaviour affects other people To identify and respect the differences and similarities between people That families and friends should care for each other

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Y1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the names of the main parts of the body? How can I keep my body clean? How can I stop common illnesses and diseases spreading? How do babies change and grow? 	<ul style="list-style-type: none"> What can my body do? How have I changed since I was a baby? What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> Do I understand how amazing my body is? When am I in charge of my actions and my body?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are risky situations and how can I keep myself safer? What healthy choices can I make? What are some of the similarities and differences between me and others? Who looks after me and what are their 	<ul style="list-style-type: none"> Can I name some different feelings? How can I stand up for myself? How can I negotiate to sort out disagreements? Can I describe what a friend is and does? How do I cope when friendships change? 	<ul style="list-style-type: none"> How do my feelings and my actions affect others? Who is in my family and how do we care for each other? Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include nutrition, movement, growth and reproduction about the main stages of the human life cycle that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease]. 	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view 	<ul style="list-style-type: none"> That pressure to behave in an unacceptable or risky way 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 To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned SRE provision. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.p

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> How are males and females different and what are the different parts called? What are the main stages of the human life cycle? 	<ul style="list-style-type: none"> Why is it important to keep clean? What am I responsible for now and how will this change? What can I do for myself to stay clean and how will this change in the future? 	<ul style="list-style-type: none"> What can my body do and how is it special? How do parents and carers care for babies? What does it mean to be 'grown up'?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What risks are there to my safety, my friendships and my feelings? What are some of the different lifestyles and beliefs people have? When might I need to break a promise or tell a secret? What changes have I already experienced and might I experience in the future? 	<ul style="list-style-type: none"> How can I communicate my emotions? How can I cope with difficult emotions? How do I cope when relationships change? 	<ul style="list-style-type: none"> How can I have a healthy lifestyle? How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include nutrition, movement, growth and reproduction about the main stages of the human life cycle that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease]. 	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including....judging what kind of physical contact is acceptable and unacceptable That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view 	<ul style="list-style-type: none"> That pressure to behave in an unacceptable or risky way 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 To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

The following section gives the questions our children will engage with as part of our planned SRE provision. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? How can the spread of viruses and bacteria be stopped? What is HIV?* 	<ul style="list-style-type: none"> How can I keep my growing and changing body clean? How can I express my feeling positively as I grow up? What should adults think about before they have a baby? 	<ul style="list-style-type: none"> What influences my view of my body? What are families like? When am I responsible for how others feel?

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the different consequences for taking physical, social and emotional risks? What does being healthy mean and what are the benefits? What different kinds of families are there? How are my friendships and relationships changing? 	<ul style="list-style-type: none"> How do I manage strong emotions? How do I recognise how other people feel and respond to them? How can I share my views effectively and negotiate with others to reach agreement? 	<ul style="list-style-type: none"> How can I show respect for different views, lifestyles and beliefs? What can I do when I realise I'm in a bad mood? When am I responsible for my personal safety?

*ref 'Sex and Relationships' OfSTED 2002 (HMI 433)