

OLD CHURCH C.E. (C) PRIMARY SCHOOL POLICY FOR SEX AND RELATIONSHIP EDUCATION

The policy for Sex and Relationship Education outlines the purpose, nature and management of the subject at Old Church Primary School. Further details can be found in the scheme of work and or policy and procedures for the subject.

The policy reflects the consensus of opinion of the whole staff and has full agreement of the Governors. It was reviewed and ratified by the **Governors in October 4th 2017**. A policy review will take place every 2 years. The implementation of this policy is the responsibility of all teaching staff.

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Inclusion and Sex and Relationship Education

At our school we teach **Sex and Relationship Education** to all children, whatever their ability and individual needs. This is in line with the school's policy of providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with learning English as an additional language.

We make reasonable adjustments for those pupils with additional needs to ensure that they are all able to access the curriculum by the delivery of appropriate teaching activities and methods of recording.

1. BACKGROUND INFORMATION

Education Act 1996: Section 403/ 4

Sex education

403 Sex education: manner of provision

(1) The local education authority, governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

404 Sex education: statements of policy

(1) The governing body of a maintained school shall—

(a) make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and

(b) make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any such parent who asks for one.

According to the 2000 DfEE guidance, Sex and Relationship Education (SRE) is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

The Learning and Skills Act 2000 places responsibility for determining SRE firmly with the head teacher and governors.

The 2000 DfEE guidance states that:

- Schools have an SRE programme tailored to the age and the physical and emotional maturity of children and that all children should learn about the emotional and physical changes of puberty before onset.

And:

- Requires schools to have a policy statement describing SRE and recommends schools to make a statement of any decision not to provide SRE outside the National Curriculum;
- States that SRE at primary level should contribute to the foundation of PSHE and Citizenship by ensuring that all children:
 - develop confidence in talking, listening and thinking about feelings and relationships;
 - are able to name parts of the body and describe how their bodies work;
 - can protect themselves and ask for help and support; and
 - are prepared for puberty.

With this foundation it is expected that children and young people will develop the skills and confidence to enable positive discussion about sexuality and sex and relationships as they get older.

Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

The Governors of Old Church School have agreed that Relationship and Sex Education will be taught through the subjects appropriate in the National Curriculum, particularly Science.

In practice, themes will encompass PSHE and Citizenship Education as well as spiritual and moral education.

Teachers in collaboration with the School Health Service (School Nurse / Health Adviser) will cover the area of puberty with Year 5/6 children as appropriate. Permission from parents will be sought beforehand.

2. POLICY DEVELOPMENT

The following people have been involved in the development of the SRE policy:

Governors

- School Health Advisor/ Teenage Pregnancy Team
- Senior management
- Teachers
- Non teaching staff
- Parents / Carers

3. PURPOSE OF SRE

- To support pupils through their physical, emotional and moral development.
- To help pupils develop a sense of mutual respect and care for others as well as themselves.
- To increase pupils' self-esteem.
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help.
- To help the pupils live confident, healthy and independent lives.

SRE will be taught in a **moral and values framework**:

We will endeavour to:

- Constantly strive for solid improvement in all we do, so that each child is given the best possible educational experiences.
- Enable all individuals to benefit from a wide range of educational opportunities. No child will experience inequality of opportunity because of their race, gender, creed, age or economic status.
- Identify and meet all special educational needs.
- Recognise that the school's greatest assets are their pupils, and to raise expectations of each pupil's capability. Ensure every effort is made to meet their pastoral needs.
- Recognise that the school's greatest resource is its staff and to provide all appropriate support and professional development.
- Recognise that the home school partnership is paramount and every effort to promote this will be made.
- Promote partnerships with, for example, outside supporting agencies such as the Local Authority, Church, Social Services, Police, Health and other Public Services.
- Continue to ensure that the school is seen as part and parcel of the local community and will play its part in enhancing community life.
- To publicise achievement and disseminate examples of good practice.

4. CONTENT OF SRE PROGRAMME

It is important to realise the significance of teaching children about relationships. Within the context of talking about relationships, children should be taught about the nature of

marriage and its importance in family life and for bringing up children. Children should learn about the importance of stable relationships as well as marriage as building blocks of community and society.

The SRE programme is taught as part of PSHE, Science and RE lessons. The main focus through PSHE ensures that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Can protect themselves and ask for help and support

(Through the Science curriculum and PSHE:)

- Are able to name parts of the body and describe how their body works;
- Are prepared for puberty.

Through the Science curriculum, children will learn:

KS1:

- That animals including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

KS2:

- That the life processes common to humans and other animals include nutrition,, growth and reproduction
- About the main stages of the human life cycle.

Discreet lessons on puberty may be taught in single sex groups, ensuring that boys have the opportunity to ask questions as well as girls.

Content will be discussed via parental consultation every 2 years, or sooner should new materials or guidance need addressing.

5. TEACHING APPROACHES AND RESOURCES

The teaching of SRE occurs via the Science, RE and PSHE and Citizenship curriculum, as well as cross curricular opportunities to develop skills. The schemes of work used are taken from the QCA and SEAL materials. For Science (QCA), this covers the statutory requirement as set out by the National Curriculum. For PSHCE this covers the guidance as set out in the PSHE and Citizenship Curriculum.

The following approaches are used to teach SRE:

- Single sex and mixed sex group discussion
- Role play / puppets (distancing technique)
- Videos (distancing technique)

- Independent research
- Paired discussion
- Displays
- Teacher led discussion
- Visitor input
- Circle time

Clear ground rules are negotiated with the pupils to establish a safe and respectful environment for the discussion of issues relating to SRE.

The use of 'slang' language by teachers of SRE is not considered to be appropriate. Teachers and visitors will use appropriate language and pupils will be made aware of this decision.

The following visitors are used to support SRE and their input is monitored by the SRE coordinator and teaching staff working alongside the visitors:

- School Health Advisor / Teenage Pregnancy Team
- Arts into PSHE team as an advisory role to link with community arts workers

'Visitors should complement but never substitute for or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons'.

DfEE 'Sex and Relationship Education Guidance' 2000

6. PARENTAL RIGHT TO WITHDRAW CHILDREN FROM SRE

All parents will be informed of the schools SRE policy through meetings and discussion within School. Also future access may be made available through the VLE. At the same time, parents will be informed of their right to withdraw their child from school sex education lessons that fall outside the National Curriculum science lessons. The responsibility for withdrawal will be with the parent / carer who will need to inform the school of their decision.

This does not include situations in which sex-related topics arise naturally in other subject areas (Science).

If parents request that their child is withdrawn, the SRE coordinator will offer to discuss the issues and try to reassure them. Parents do not have to give their reasons for withdrawing their children, but should be made aware of the implications of removing children and especially how it will make their child feel and how it may affect relationships with other pupils.

7. CONFIDENTIALITY

Teachers should not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

Teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Reassuring pupils that their best interests will be maintained.
- Encouraging pupils to talk to their parents or carers and giving them support to do so.
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, following the school's child protection procedure, within the CAF.
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, childline
- Using ground rules in lessons.

8. ANSWERING DIFFICULT QUESTIONS.

If a pupil asks a particularly 'difficult' or inappropriate question in a lesson, a teacher should take care about how they answer it. If teachers are seriously concerned that such a question derives from abuse, they will need to follow this up through the child protection procedures.

Teachers / visitors will answer questions in a non-sensationalised way. It may be best to answer in simple, general terms rather than going into great detail. In some situations it may be best to turn the question back on the pupil and to ask them what they know or have heard. If teachers genuinely cannot answer the question, they can say so and seek out the necessary information after the lesson.

If pupils ask a question about a teacher's personal life and their experiences, teachers should explain to pupils that this is not the place to talk about specific personal experiences.

9. POLICY MONITORING

The person responsible for the monitoring of the policy is :
The SRE coordinator.

A review of the policy will take place every 2 years and will consider the views of pupils, staff, parents / carers, governors and reflect as far as possible Local and National Agendas / targets and initiatives, for example the lowering of the rate of teenage pregnancy.

As part of the monitoring process it is important that pupil learning is assessed. This will take place through the monitoring of Science, RE and PSHE and Citizenship lessons.

This policy will be reviewed following any change in school policy, Government standards or requirements, or every two years.

Governor responsible for SRE policy: Miss D Clacy
School SRE Coordinator: Mrs Fiona Spanos

Equal Opportunities
Safe Guarding Children
Behaviour
Racial Equality
Professional Development
Anti Bullying
PSHE and Citizenship
Science
SEN
e-Safety Policy