

SEX AND RELATIONSHIP EDUCATION POLICY FOR

HOLBROOK PRIMARY SCHOOL

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1. Introduction

This Sex and Relationship policy has been developed in line with the DFES recommended guidelines (11062000) and suggested learning outcomes for SRE at all Key Stages recommended by Ofsted in their 'Sex and Relationships' Report 2002. SRE is provided in the context of Personal, Social, Health Education and Citizenship and is in addition to the statutory Science curriculum delivered at Holbrook Primary School. Teaching and learning about sex and relationship education contributes to the following national strategies and targets:-

- National Healthy Schools Programme (NHSP)
- Personal Social and Health Education
- Teenage Pregnancy Strategy

The National Healthy Schools programme emphasises the importance of adopting a whole-school approach. This policy has been developed in consultation with the wider school community to include parents/carers, staff, governors, LA advisors and the school nurse to reflect the faith groups represented at Holbrook Primary. We realise the importance of working in partnership with parents/carers and the wider community.

2. Aims and Objectives

Our school community believes that the essential aim of sex and relationship education is to provide young people with the knowledge and skills to enable them to make informed, responsible and healthy decisions about their lives both now and in the future. The SRE contributes to the social and emotional aspects of learning taught through the SEAL and PSHE curriculums and the physical development of pupils at school and helps children move confidently from childhood through adolescence and into adulthood.

In line with our whole school ethos at Holbrook Primary School we believe that all children from all faiths and cultures have an entitlement to sex and relationships education. Within our multi-faith and multi-cultural school and community we must be sensitive to the range of values and beliefs represented. It is our responsibility to educate children about sex and relationships and to help children to respect what others think whilst understanding their own faiths and values.

We have prioritised the following objectives:

- To promote pupils' self-esteem and confidence through talking, listening and thinking about feelings and relationships with others.
- To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships.
- To equip children with the skills and knowledge to maintain sexual health and well-being.
- To give students opportunities to explore attitudes towards friendships, sexuality and gender, disability, faith and family diversity.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies.
- To encourage the development of communication and decision making skills.

- To help young people to develop skills to negotiate and resist unwanted pressure.
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To be able to name parts of body and describe how their bodies work.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To fulfill statutory requirements and meet local targets

3. Management and Subject-Leadership

The responsibility for the provision of sex and relationship education is held by the headteacher.

The school has appointed a subject-leader (Linzi Doyle) over-seen by the Assistant Head, Michelle Harris with PSHE/SRE Certification, who will ensure that:

- The sex and relationship education policy is disseminated to all members of the school community and is thoroughly discussed and understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims, values and attitudes of sex and relationship education are made explicit
- Equality of opportunity is promoted
- Provision is made for ongoing professional development and training within the field of sex and relationship education
- The link between sex and relationship education and other school policies is identified and made
- External agencies are familiar with both the school's sex and relationship education policy and the confidentiality policy
- Resources are purchased and made available to staff including a list of contacts or visitors including the school nurse who can support the delivery of the SRE curriculum.
- Be aware of updated National Curriculum requirements, school priorities for the personal and social development of the pupils considering multi-faiths represented in our school, local priorities and initiatives, DfEE guidance on SRE, any special needs or considerations for individual pupils.
- Consultation with pupils, parents/carers and members of the wider community including faith groups is on-going.

4. Staff Development

All staff should have access to continuing professional development and support that relates to the sex and relationship education curriculum and its style of delivery. A range of provision will be identified that meets staff needs across a range of roles and responsibilities and appropriate training provided.

5. Curriculum planning and organisation

Sex and relationship education will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches.

- **Through curriculum time**
By planning for opportunities within the science and PSHE curricula, predominantly in Years 2, 4, 5 and 6 during the Spring Term.
- **Through activities, school events and ethos**
By working in partnership to maintain National Healthy School Status, pupils listening and supporting each other, by taking responsibility, discussing moral issues, establishing positive relationships and behaviour and challenging stereotypes.

Curriculum Map Outline and Resources

<u>Year 2</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Focus:-</u></p> <ul style="list-style-type: none"> • Differences • Naming body parts • How did I get here? • Growing Up <p><u>Resources:-</u></p> <ul style="list-style-type: none"> • Living and Growing Unit 1 (delete the term clitoris from resource sheet 15) • Sense Interactive DVD 	<p><u>Focus:-</u></p> <ul style="list-style-type: none"> • Exploring roles, relationships and responsibilities within different families • Physical changes at puberty • How babies are made • How are babies born <p><u>Resources:-</u></p> <ul style="list-style-type: none"> • Living and Growing Unit 2 • Sense Interactive DVD • 	<p><u>Focus:-</u></p> <ul style="list-style-type: none"> • Physical and emotional changes that boys and girls go through at puberty • Managing changes at puberty and address concerns • Support networks <p><u>Resources:-</u></p> <ul style="list-style-type: none"> • Mums and girls workshop delivered by school nurse • Living and Growing Unit 3 Programmes and 8 <ul style="list-style-type: none"> • Sense Interactive DVD 	<p><u>Focus:-</u></p> <ul style="list-style-type: none"> • Review work on:- • Puberty • Hygiene • Keeping fit and diet • Sexual relationships • Challenge stereotypes • Spread of viruses including HIV • Media impact on attitudes • Support networks <p><u>Resources:-</u></p> <ul style="list-style-type: none"> • Growing up and Keeping Safe Sense DVD. • Living and Growing Unit 3 programme 9 • Sense Interactive DVD

6. Curriculum Delivery

We believe that teaching about sex and relationships is best provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. Fundamental to the teaching of PSHE and SRE is the need to discuss sensitive,

controversial and challenging social and moral issues, and to make sense of them in the context of pupils' own experiences and backgrounds. It is important that the programme is flexible and considers the needs and experiences of all pupils. Teachers must establish a safe environment of trust, support and cooperation in which pupils and adults feel able to talk openly and honestly, share their feelings, values and attitudes, express opinions and consider those of others. Ground rules will help establish this climate for SRE.

Sensitive and controversial issues are certain to arise in PSHE. Children must be encouraged to listen to others viewpoints, express their own, deal with conflict and distinguish between fact and opinion. We believe that when dealing with a sensitive or controversial issue it is important to offer a balanced presentation of opposing views. In order to deal with individual issues question boxes will be positioned in each classroom for the duration of the planned programme.

In order to cover effectively all the aspects of sex and relationship education, a wide range of teaching and learning styles will be employed. The school aims to deliver this area of the curriculum through:-

- Use of DVD Living and Growing materials
- Use of DVD Sense materials
- Group work as well as whole class work
- Discussion groups
- Use of drama, role play and games
- Circle time
- Mixed and single gender settings where appropriate
- Working in partnership with organisations and visitors, including the school nurse (Year 5 and the introduction of a 'Mother/daughter' session).

Resources, which support this area of the curriculum are outlined on the previous table and are consistent with the fundamental aims of PSHE and Citizenship. Teachers will be notified of any changes or amendments made relevant to pupils.

Where other professionals from outside agencies are involved in the delivery of SRE their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. Their contribution will compliment other teaching and be appropriate to the age and maturity of the pupils involved. Teachers will always be involved so they can deal with questions, concerns and assessment.

Parents will have access to information about the planned SRE curriculum and delivery before, during and after the programme. The policy will be available on the Holbrook School Website and newsletter to outline to parents topics children will cover sent home when appropriate. Translation will be provided by school governors.

Parents have the right to withdraw their children from all or part of the sex and relationship education curriculum provided at school except for those parts included in the statutory National Curriculum. We would encourage any parent wishing to withdraw their child from our SRE programme to consult with the headteacher beforehand. If a parent still wishes to withdraw their child, leaflets or details of organisations that can support parents at home will be offered and alternative arrangements for the pupil will be made in school.

7. Equality of Opportunity

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and the lifestyles and life choices of others to prevent and remove prejudice.

A commitment to Equal Opportunities will be built into all aspects of sex and relationship education. This may involve providing particular support for individual pupils. Students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

8. Assessment, Recording and Reporting

The assessment, recording and reporting of sex and relationship education will take place in accordance with the whole school assessment policy.

Understanding in sex and relationship education will be demonstrated through assessment against learning objectives as specified within the science curriculum.

The recording and reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding using the Early Learning Goals and End of Key Stage Statements.

9. Monitoring, Evaluation and Review

Provision for sex and relationship education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE and Citizenship Subject Leader. Standards will be monitored and evaluated and will inform the school SEF. Standards of teaching and learning will be observed with reference to end of key stage expectations and pupils consulted in the evaluation process in line with the ethos of the NHSS.

10. Confidentiality

In accordance with the DfEE 'Sex and Relationship Education Guidance' we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality
- ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in SRE lessons including the limits of confidentiality.
- ensure that pupils are informed of sources of confidential support, for example the school nurse, GP or local young person's advice service.
- encourage pupils to talk to their parents or carers and give them support to do so.

We will always follow the school's child protection procedures if there is any possibility of abuse.

11. Policy Review

This policy will be reviewed in January 2014 by the PSHE co-ordinator in consultation with the headteacher

References

Laying the Foundations - Sex and relationships education in primary schools
National Children's Bureau
Anna Martinez and Vanessa Cooper
2006

Sex and relationships education, healthy lifestyles and financial capability - Teachers handbook of the units of work
QCA
2005

Developing sex and relationships education in schools
Guidance and training activities for school governors
Sex Education Forum
Gill Frances and Paula Power
2003

Faith, Values and Sex and Relationships Education
Sex Education Forum
Simon Blake and Zarine Katrak
2002

Growing Up and Keeping Safe Key Stage 1
Sense Interactive with NSPCC and National Children's Bureau

Growing Up and Keeping Safe Key Stage 2
Sense Interactive with NSPCC and National Children's Bureau

Appendix 1

CONFIDENTIALITY IN SCHOOLS

Confidentiality (in the Classroom)

What a student says or writes in the classroom is by definition not confidential. Teachers must ensure that pupils are aware of the boundaries of confidentiality by explicitly stating and discussing this with pupils during the development of ground rules for SRE lessons. This should include situations where confidentiality may be broken. Pupils should be encouraged to speak in general, rather than personal, terms and be supported to talk to parents or carers about individual issues. In order to be able to take responsibility for their own actions pupils should be informed about the law in relation to general sexual activity and access to confidential sources of support and services.

Confidentiality (Individually)

SRE which is delivered within the context of what is and is not acceptable within relationships, can lead to disclosure of a child protection issue where there is an indication that a child is at risk (see below).

If a teacher believes a pupil to be at risk he/she is obliged to inform the Child Protection Officer/Head Teacher, who will make a judgement concerning parental involvement. Only in very exceptional circumstances would a parent not be involved. For this reason, pupils should be made aware that teachers cannot promise confidentiality and where a pupil is deemed at risk as a result of a disclosure, every attempt should be made to ensure the pupil is aware that this information is being shared with the Child Protection Officer.