



Sex and Relationships Policy

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School Background Information

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

SRE is always set within the scheme of work for Personal, Social, Health and economic Education, taught throughout the school year and emphasises and values personal relationships. In Year 5 and 6, formal sex education lessons take place where the biology human reproduction is taught using commercially produced material. Parents are always informed beforehand of these lessons and have the opportunity to view the materials.

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the panning of Foundation Stage, KS1 and KS2. It will be overseen by the Headteacher and PSHE Manager and monitored by the Governing Body.

1. Introduction

The 2014 National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Whilst Sex Education does not have to be specifically taught at primary level there is a requirement to make provision for personal, social, health and economic education and schools are free to include subjects of their choice.

The prime responsibility for bringing up children rests with parents. In teaching our sex education curriculum the school aims to complement and support the role of parents and values their views about its content and presentation.

There is research indicating that teaching about sex and sexuality can do much to enable children to take responsible and informed decisions about themselves and others, and that they are significantly less likely to 'experiment' at an inappropriately early age. Some girls can be expected to start menstruation from the age of nine and so we consider that everyone should be prepared.

Definition

Sex and relationship education has three main elements:

1. Lifelong learning about physical, moral and social development
2. The understanding of the importance of family life in which stable and loving relationships demonstrate mutual respect love and care
3. The teaching of sex, sexuality and sexual health.

2. Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DCFS Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

3. Aims and Objectives

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. It is not the promotion of sexual orientation or sexual activity. It has three main elements

Attitudes and values – the importance of values and individual conscience and moral considerations; the value of family life, marriage and stable and loving relationships for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision making.

Personal and social skills – to manage emotions and relationships confidently and sensitively; developing self –respect and empathy to others; to make choices based on an understanding of difference and with the absence of prejudice; an appreciation of the consequences of choices made; managing conflict; to recognise and avoid exploitation and abuse.

Knowledge and understanding – learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships, learning about contraception and the range of local and national sexual health advice, contraception and support services; learning the reasons for delaying sexual activity and the benefits to be gained from a delay; the avoidance of unplanned pregnancy.

Effective SRE is best achieved through a whole school approach. This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

4. Moral and Values Framework

The SRE programme at Worsley Bridge reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of all pupils and to prepare all pupils for the opportunities, responsibilities and experiences of adult life.

SRE should build upon the value and significance of stable relationships as a key building blocks of community and society. Care should be taken to ensure that there are no stigmatizations of pupils based on their home circumstances.

The views and religious conviction of all pupils and their parents/carers will be respected.

5. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

6. Content

The National Curriculum requires that pupils at Key Stages 1 and 2 are taught about human development and reproduction. Sex education at Worsley Bridge is integrated as far as possible into this wider curriculum so as to promote the subjects covered as naturally occurring parts of a normal life cycle. By these means we also hope to minimize the children's potential embarrassment.

Science Curriculum

This is covered as part of the National Curriculum and not separately identified as 'sex education' In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

Worsley Bridge Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;

- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally.

Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which are used by the coordinator to inform future planning.

Worsley Bridge Primary School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

7. Specific Issues within SRE

The Governors are aware that parents will hold many differing views on sex education. Their opinions are formally sought at intervals and noted as they arise informally throughout the year. Parents are encouraged to contact the class teacher or Headteacher should they have any concerns or need any further information.

Parents have the right to withdraw their child from some or all of the lessons incorporating our sex education programme. Parents will be informed that such a lesson is forthcoming in writing, by means of the termly newsletter for example, and asked to notify the school if they wish their children to be withdrawn from any or all such lessons.

Where DVDs are to be used in lessons, parents will be given the opportunity to view the DVD before it is shown to the children.

8. Children's questions and comments

We recognise that children mature at different rates. They are exposed to a wide variety of influences outside the classroom, which can provoke difficult questions or comments to other children or adults. These comments can arise at any time, in or out of school, on an individual basis, or in small or large groups. Staff will deal with these comments using their professional skill and discretion and should intervene with any necessary explanation or discussion, or not, as they consider it to be appropriate. Teachers will be aware that some children are more mature than others of the same age and will act in the best interests of the group that they are dealing with. They will act with regard to any cultural and/or religious diversity of any given group. They may also consider whether or not to refer the matter to a child's parents, or to other members of staff, again with regard to the child's best interests. Although generally a child's confidentiality will be maintained, staff should not promise a child confidentiality as it may limit their scope for appropriate action.

9. Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

10. Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the Headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

11. Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

12. Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

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. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Worsley Bridge Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

The Policy is accessible to all staff, parents and community groups. Training is regularly delivered to staff on the policy content. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

Signed: Chair of Governors

Signed: Governor with responsibility for Curriculum

Signed: Headteacher

Date: