

# SEX AND RELATIONSHIP EDUCATION POLICY



## **Article 6**

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

## **Article 19**

'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone who looks after them'. **Unicef United Nations Convention of the rights of the child.**

## **1. Introduction**

This policy was drafted in the light of DfEE guidelines (July 2000) and in consultation with staff, parents, governors, pupils, school nurse, health professionals etc.

This policy provides information on how we provide Sex and Relationship Education (SRE) as part of the Personal, Social and Health Education and Citizenship framework including SEAL. This is in addition to the statutory National Science Curriculum topics.

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. Any parent wishing to withdraw their child should be encouraged to make an appointment with the PSHE co-ordinator to discuss the matter.

This policy is made available to all staff, Governors, new staff at induction and all parents on request

This policy document identifies effective strategies that we will implement in this area of the curriculum and takes account of the OFSTED inspection framework and National Curriculum 2014.

## **2. Aims and Objectives**

We are a Rights Respecting School and aim to plan opportunities for the children to understand and reflect on the UN convention on the rights of the child (UNICEF). Teacher's planning includes articles which relate to SRE. This school believes that the essential aim of sex and relationship education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

We have prioritised the following objectives;

- To promote pupils' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about puberty, reproduction and to promote the skills to build positive personal relationships.
- To give students opportunities to explore and clarify some of their attitudes towards friendships.

- 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 children 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 responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To fulfill statutory requirements and meet local targets.

## **2.1 Context**

We teach about SRE in the context of the school's aims and values framework. We teach SRE with awareness of the moral code, and of the values which underpin all our work in school. In particular, we believe that:

- SRE should be taught about in the context of marriage and family life.
- SRE is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect.

## **2.2 The National Healthy School Standard**

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach about SRE;
- listen to the views of the children in SRE/PSHE/Science lessons
- Look positively at any local initiatives that support us in providing the best SRE programme that we can devise.

## **3. Management and Co-ordination**

In accordance with government guidance this school has appointed a co-ordinator. The co-ordinator has responsibility for supporting policy

implementation by providing advice and support to governors, senior managers, curriculum leaders, classroom teachers and support staff.

SRE Co-ordinator – Mrs. C Allred

The Co-ordinator will therefore 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
- The development of good relationships is promoted within and beyond the school
- 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
- They are aware of supporting information and local and national resources that support PSHE and the teaching of SRE
- They foster relationships with local health services who can support curriculum
- External agencies are familiar with both the school's sex and relationship education policy and the confidentiality policy

#### **4. Staff Development**

All staff, including support staff, should have access to professional development and support that relates to the sex and relationship education curriculum and its style of delivery.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems. This will be ascertained through: classroom observation, scrutiny of planning, performance management, etc.)

A range of provision will be identified that meets staff needs across a range of roles and responsibilities and appropriate training provided.

#### **5. Curriculum organisation and planning**

5.1 We teach about SRE through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

5.2 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, in Year 5/6 we teach the children that boys' voices will change during puberty. The SRE delivery team works closely with the class teacher in the delivery of this lesson and any subsequent lessons.

5.3 In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children to describe and compare the structure of animals and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.

5.4 In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons (Lucinda & Godfrey resources).

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born and how children's bodies change during puberty. We always teach this with due regard for the emotional development of the children and differentiate teaching appropriately

5.5 Parents and carers of children in these classes are able to, by making a prior appointment with any member of the Senior Management Team to discuss this particular programme of lessons, and how they are taught, and to see the materials the school uses in its teaching.

## **6. Curriculum Delivery**

Teaching about sex and relationships is generally best provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. This programme is relevant to the needs and experiences of all pupils, is flexible and develops as pupils grow older. The programme is developed within a positive climate in which pupils and adults feel able to talk openly and honestly.

In order to cover effectively all the aspects of sex and relationship education, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through: groupwork as well as whole class, mindmapping, use of drama and role play, mixed and single gender settings, involvement of other organizations and visitors.

**6.1** Resources, which support this area of the curriculum, will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE and Citizenship. Overall responsibility for sex and relationship education resources is held by the co-ordinator.

**6.2** The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where other professionals are to be involved their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. The local authority SRE team support all work in school and help to personalise the programme to suit the needs of the children at Wolviston. 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 and concerns.

## **7. Partnerships**

The school values' working in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the schools sex and relationship education programme. (e.g. *SRE Team*) This policy was formulated following staff discussions and consultation with support staff and governors. We also aim to support parents in their efforts to inform and support their children. We do this through parents' meetings, parents' information evenings and the prospectus.

## **8. Consulting Parents**

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to Ly Toom who is the designated teacher with responsibility for coordinating Sex and Relationships Education. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set

## **9. 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 others to prevent and remove prejudice.

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of sex and relationship education. This policy links closely with the Equal Opportunities Policy, the Bullying Policy, and Stockton's procedures on safeguarding (SLSCP). We intend to meet individual children's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils.

## **10. Assessment, Recording and Reporting**

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

Understanding in sex and relationship education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, scrutiny of work, pupil self- assessment and peer assessment.

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents, science attainment targets (Milestones), feedback to individual pupils orally and in written form.

## **11. 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/SRE co-ordinator. This will be done by checking that whole school sex and relationship education objectives are met, high standards of teaching and learning are achieved and that there are adequate resources, Monitoring will include work scrutiny and lesson observations, and there will be opportunity for pupil evaluation through pupil surveys. Schemes of Work are being taught appropriately, the National Healthy Schools approach is being used and consultation with staff, pupils, parents and governors.

## **12. 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, how it works in practice and understand individual rights to confidentiality.
- Ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- Use ground rules in lessons including the limits of confidentiality.
- ensure that pupils are informed of sources of confidential support,
- Encourage pupils to talk to their parents or carers and give them support to do so.

We will always strictly adhere to the school's safeguarding policy should any disclosures be made.

## **13 Specific Issues**

- SRE coordinator is willing to support teachers to implement personalised programmes.
- Due to mixed age classes separate sessions are available for Y5 and Y6
- Parental leaflets are used to inform parents and answer any concerns raised, as well as opportunities to speak with the class teachers.
- Facilities for menstruating girls – sanitary products are available from the school secretary and a sanitary bin is located in the ladies toilets
- When changing for P.E. girls will have the option of changing in the toilets.

### **Policy Review**

Review -July 2019

This policy was approved by the Governing Body -October 2017

It was developed by Mrs. Allred after consultation with staff.