



PLAYLEARNACHIEVETOGETHER

Policy:

Sexual Relationships and Education

Approved by the governing body on.....

Play together, learn together, achieve together.

SPRINGVALE PRIMARY SCHOOL

Sexual Relationships and Education Policy



Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Background Information

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

Introduction

At Springvale Primary School we ensure that our pupils have an entitlement to sex and relationships education within the curriculum. We take a pro-active role and believe that sex and relationships education is an essential part of the Personal, Health, Social and Citizenship Education (PHSCE) of each child. We teach general themes linked to personal well-being and relationships such as kindness, respect, equality, safety and trust through our day-to-day assemblies, lessons and class discussions.

SRE Values within PHSE

PHSCE is developed from Nursery onwards as part of the integrated topic work approach to the curriculum, and is one of the subjects in the compulsory National Curriculum, which pupils have an entitlement to experience throughout their education. The Governors see 'Sex Education' as a major component of the School's comprehensive program of Personal, Social, and Citizenship Health Education. It links with science, Religious Education and PHSCE subjects in our school.

It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex is supplemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

Aims

Sex and Relationships Education (SRE) forms an integral part of the PHSCE learning process. In producing this policy, we aim to achieve the following objectives, which should be taught at different stages of each child's education, including the direct teaching of SRE to Year 5 and to Year 6 pupils.

SRE Objectives

- Understand the importance of family relationships and how to develop them
- Develop self-respect and tolerance of others
- Take responsibility for their actions and any consequences which may ensue
- Understand the part they may play in their families, friendship groups, school and the wider community
- Make informed choices and understand that all choices have consequences
- Begin to know the meaning of a moral dilemma
- Understand that everyone is different and of equal value
- Develop confidence in talking, listening and thinking about feelings and relationships

- Develop strategies and methods for coping with personal issues and emotional difficulties
- Have the ability to protect themselves and ask for help and support
- Develop a healthy lifestyle and be able to pass this on to peers and future generations
- Be able to name parts of the body and describe how the body works
- Be prepared for puberty
- To know that how our bodies and feelings develop is all a normal part of growing up and makes us the person that we are
- To know that as we grow up many different changes take place in our bodies and the way we feel. People grow at different times and at their own pace; this is perfectly normal. There is no right or wrong time for the changes to happen
- To develop good relationships with other people and care for others, as we would hope to be cared for
- To know that we must take responsibility for ourselves and the things we do. We become confident in making decisions and are not pressurised into doing things we are unhappy about. We have the right to say “no!”
- To learn about consenting, loving relationships
- To know there will always be someone who will try to answer any of our questions. It may be a parent, a teacher or anyone we feel happy talking to. Many grown-ups will have been through the same thing and there is no need to be embarrassed.
- To understand that it is fine to be different and allow other people to live how they want to and accept them for who they are. This may include discussion about same sex relationships and equal rights on marriage
- To know how the human body works to produce babies
- To realise that some physical and sexual activities with other people should only be carried out when we are more grown up and able to be in a loving relationship.
- To be aware that there are many ways to stop pregnancies; they are called contraceptives and they also help to stop the spread of diseases we can catch

The Organisation of Sex and Relationships Education

The headteacher has responsibility for dealing with sex and relationship related incidents and supporting staff in the development of appropriate schemes of work within the school.

Monitoring, Evaluation and Assessment

SRE, like any other aspect of teaching and learning, is monitored within the school’s existing framework. Children’s knowledge and understanding is assessed at the end of relevant modules in science and PHSCE. Assessment of pupil progress will be through informal discussion and, sometimes, by work sample scrutiny after using the resources. Extra support for identified pupils will then be provided, following consultation between staff and the relevant families.

Parental Involvement

It is our strong belief that parents have a crucial role in the continuing development and support of this teaching within the home. The school is committed to working with parents in the teaching of SRE. A workshop session can be made available which provides Year 5 and Year 6 parents with the opportunity to develop their own understanding of the programme in advance of the children beginning work on their programme. This programme can be delivered to individuals or small groups at the request of families. Please contact the school when your child moves into Y5/6 if you have any concerns about the content of our SRE curriculum or how it will be delivered.

Withdrawals

Under the Education Act of 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education within our science teaching as part of the core National Curriculum. Parents who wish to exercise this right are invited to speak to the headteacher who will explore the concerns of the parents and the possibilities of adjusting the approach to the programme. Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed.

Methods

- Role-Play - an excellent way of enabling young people to understand and empathise with a whole range of people and circumstances. It also provides opportunities to develop confidence and skills to manage difficult situations.
- Debates - These are a really good way to explore one issue in greater depth. Remember to allow follow-up of the debate with some form of evaluation about how the pupils felt about it and if they changed their views during the course of the debate and what were their reasons.
- 'Hot Seating' - a good way to debate an issue directly. Two chairs face each other and the pupils are divided into two teams that stand behind the chairs. One member of each team sits in the chair and begins the debate, being replaced by another team member if required.
- Using Case Studies -Using case studies of life situations or dilemmas allow pupils to discuss the issues without disclosing their own sexual experiences. Again these exercises help to promote greater understanding and empathy.
- Games - There are quite a few games available for SRE. These always stimulate interesting discussion as well as being helpful in providing young people with information in a fun way.
- Encourage pupils to draw, talk or write about their family if they feel comfortable to do so: who's in their family, what their different relationships are, discuss issues like step-families, divorce, carers and bereavement
- Use short stories or poems that are about family relationships, friends or teachers and encourage children to talk or write about them

- Ask pupils to draw their family tree or family timeline and create a display board for everyone to see, if it is appropriate to do so and the children are comfortable to do so
- Invite a new mum/dad and baby into school to discuss the responsibilities of parenthood

SRE shares the features of well-taught lessons in any subject. The core principles of teaching and learning are to:

- ensure that every pupil succeeds
- provide an inclusive education within a culture of high expectations
- build on what learners already know
- structure and pace of teaching so that students know what is to be learnt
- make learning vivid and real
- develop understanding through enquiry, e-learning and group problem-solving
- make learning an enjoyable and challenging experience
- stimulate learning by matching teaching techniques and strategies to a range of learning styles
- enrich the learning experience
- infuse learning skills across the curriculum
- promote assessment for learning
- make children partners in their learning

Offering advice

The Governors and staff believe that the school's function is to provide a general education about sexual matters and issues and we acknowledge that teachers may not be qualified to explore some areas of the curriculum in greater depth.

Teachers cannot:

- give personal advice or counselling on sexual matters to a pupil (either individually or within a group)
- give personal contraceptive advice to pupils without parental consent.

Teachers can:

- provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or a local medical centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counseling (and treatment) can lawfully be obtained. Appointments to see the nurse can be arranged by the pupil through the class teacher or the headteacher.

Explicit Questions

Modern children are incredibly knowledgeable and they ask very mature questions in SRE lessons. We often receive questions about different types of sexual, sexually transmitted diseases/infections or LGBT issues. As a policy we feel that we would rather the young learners in our care know and understand the correct information about these aspects of sex and

relationships. We will answer these questions in a brief and factual manner. If you do not wish for your child to be present for such discussions please let the headteacher know immediately when your child begins their learning in Year 5 or Year 6. If we receive questions that we do not feel are appropriate to deal with, teachers have to say, "I'm sorry but the school policy and legislation does not allow me to answer that question." The teacher may deem it appropriate to discuss the child's concerns with the parents – a decision may then be taken on how best to deal with it. We will offer children an opportunity to ask questions publicly in a whole class, in gender groups and anonymously through our questions in a box section. Answers to the 'questions in a box', approach must only be given after very careful screening of the questions.

Confidentiality

Having considered all available advice and guidance the governors and headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the headteacher in compliance with the LA procedures for Child Protection. The headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counseling to be provided (please see our Child Protection Policy). Although there is no legal duty on a teacher, or a headteacher, to inform parents of matters which a child has confided to them:

- teachers must not promise confidentiality even though they cannot be made to break it once given;
- pupils must be made aware that any incident may be conveyed to the headteacher and possibly to parents;
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential;
- Our Child Protection Policy states that parents will always be informed about any significant concern of the school

Using visiting speakers and other professionals:

We believe that most of the SRE programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned program of SRE.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the SRE policy. After gaining approval from the headteacher for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the SRE curriculum. Issues to consider are:

- The degree of explicitness of the content and presentation;
- Will the visitor be accompanied by teaching staff?
- Will the staff take an active role in the visitor's activities?
- How will the visitor be prepared for the visit?
- How will the visit built upon and followed up?

- Visitors must be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

Equal Opportunities Issues and Special Needs

The nature of work undertaken must be appropriate to the age and maturity of the pupils. Children with special educational needs or a disability may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will become sexually active. Recommended reading - "*Talking Together About Growing Up*", (A workbook for parents of children with special educational needs.)