

SEX AND RELATIONSHIP EDUCATION POLICY

Approved on behalf of Governing Body:
(Chair of Governors)

Approved on behalf of School:
(Headteacher)

May 2004

Review date:

Sex and Relationship Education Policy **For Nether Stowey C of E Primary School**

Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfEE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*'. The policy has been drafted by a working party of the School Governors following consultations with pupils, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. All teachers have their own copy of the policy. In addition, a copy is held in (state location in school) and it can be made available on request. A statement on Sex and Relationship Education is also to be found in the School Prospectus.

Rationale

At Nether Stowey C of E Primary School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. to all sexual orientations and will allow discussion of sex, sexuality and sexual health.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and Objectives

At Nether Stowey C of E Primary School we aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship Guidance', DfEE, Ref 0116/2000, p.5:

- ***attitudes and values***

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting the differences between people and learning not to exploit them;

learning the value of family life, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

- ***personal and social skills***

learning to manage emotions and relationships confidently and sensitively;

developing self-respect and empathy for others;

learning to make choices based on an understanding of difference and with an absence of prejudice;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how 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;

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Working With Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

The DfES has produced a free leaflet for parents entitled 'SRE and Parents'. Copies can be obtained from the DfES orderline (Tel: 0845 6022260, DfES code 0706/2001).

Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHE.

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002. (See *Appendix 2 for further information*)

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in '*School use of visitors and outside agencies in health promotion*' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHEC lessons
- Core and foundation subjects
- Assembly time
- Circle time
- Literacy/numeracy lessons
- Health weeks
- Focus days
- Collapsed timetable days
- Theatre in Education visits
- Project/theme lessons

The SRE programme will be delivered by:

- Class/Form teachers/tutors
- The School Nurse (or other specified visitor/s or agency).

A range of teaching approaches will be used which include didactic and participatory methods eg small group work for discussion, etc. (See *examples in 'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000, pp22-24*).

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE Co-ordinator in the school.

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

The Sexual Offences (Amendment) Act 2000

Teachers have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust. Sexual relationships involving children under 16 are a criminal offence. A sexual relationship between a teacher and any pupil at the same school is a breach of that trust. The Sexual Offences (Amendment) Act 2000, states that it is '*an offence for a person aged 18 or over to engage in sexual activity with, or directed towards, a person under that age if he is in a position of trust in relation to that person.*'

Specific Issues (*Select/amend as appropriate*)

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- * *no one (teacher or pupil) will have to answer a personal question*
- * *no one will be forced to take part in a discussion*
- * *the only language used will be easily understood and acceptable to everyone in the class*
- * *only the correct names for body parts will be used*
- * *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county (See '*Child Protection Handbook*', 2000 Somerset Area Child Protection Committee).

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Nether Stowey Primary School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (eg. Requests for sanitary protection are dealt with in the School Office. There are trained First Aid staff who are used to dealing with sensitive issues.)

Young people may become complacent. Therefore, children are given the opportunity to find out about.

- Helping students to clarify their knowledge of HIV/AIDS and STIs.
- assertiveness skills for negotiating relationships

Homophobic bullying (ie based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request.

Confidentiality

'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'

'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'

(*'Sex and Relationship Education Guidance'*, DfEE, Ref 0016/2000. p.30)

(See appendix 1 in the school's PSHEC 'umbrella' statement for further information on issues relating to confidentiality).

Parents/carers will be informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Different codes of conduct apply to different professionals working in our school. Through the dissemination of the LEA Confidentiality Policy students, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice.

i) Counselling Service.

Parents/carers are informed of relevant counselling services which can be accessed through the GP

Staff **must** follow child protection guidelines.

(vi) Confidentiality in lessons.

Staff teaching SRE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

Monitoring and Evaluation

The SRE policy is monitored and evaluated through an annual review process involving Staff, PSHE Co-ordinator, Senior Management Team, and the Governing Body.

Learning outcomes

Taken from 'Sex and Relationships', Ofsted Report, 2002

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

We present them in this format in the hope that they might be useful to schools

- (i) as an audit tool
- (ii) as a monitoring device
- (iii) for other curriculum developments.

In the right hand column you may wish to add the year, key stage, curriculum area or other school activity where each learning outcome is addressed.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

- By the end of Key Stage 1

1	Pupils will be able to:	Where?
a)	recognise and compare the main external parts of the bodies of humans*	
b)	recognise similarities and differences between themselves and others and treat others with sensitivity	
c)	identify and share their feelings with others	
d)	recognise safe and unsafe situations	
e)	identify and be able to talk with someone they trust	
f)	be aware that their feelings and actions have an impact on others	
g)	make a friend, talk with them and share feelings	
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.	

2	Pupils will know and understand:	
a)	that animals, including humans, grow and reproduce*	
b)	That humans and animals can produce offspring and these grow into adults*	
c)	the basic rules for keeping themselves safe and healthy	
d)	about safe places to play and safe people to be with	
e)	the needs of babies and young people	
f)	ways in which they are like and different from others	
g)	that they have some control over their actions and bodies	
h)	The names of the main external parts of the body including agreed names for sexual parts	
i)	why families are special for caring and sharing.	

3.	Pupils will have considered:	
a)	why families are special	
b)	the similarities and differences between people	
c)	how their feelings and actions have an impact on other people.	

- By the end of Key Stage 2

4	Pupils will be able to:	
a)	express opinions, for example, about relationships and bullying	
b)	listen to, and support others	
c)	respect other people's viewpoints and beliefs	
d)	recognise their changing emotions with friends and family and be able to express their feelings positively	
e)	identify adults they can trust and who they can ask for help	
f)	be self-confident in a wide range of new situations, such as seeking new friends	
g)	form opinions that they can articulate to a variety of audiences	
h)	recognise their own worth and identify positive things about themselves	
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others	
j)	see things from other people's viewpoints, for example their parents and their carers	
k)	discuss moral questions	
l)	listen to, support their friends and manage friendship problems	
m)	recognise and challenge stereotypes, for example in relation to gender	
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them	

5	Pupils will know and understand:	
a)	that the life processes common to humans and other animals include growth and reproduction	
b)	about the main stages of the human life cycle*	
c)	that safe routines can stop the spread of viruses including HIV	
d)	about the physical changes that take place at puberty, why they happen and how to manage them	
e)	the many relationships in which they are all involved	
f)	where individual families and groups can find help	
g)	how the media impact on forming attitudes	
h)	about keeping themselves safe when involved with risky activities	
i)	that their actions have consequences and be able to anticipate the results of them	
j)	about different forms of bullying people and the feelings of both	

	bullies and victims	
k)	why being different can provoke bullying and know why this is unacceptable	
l)	about, and accept, a wide range of different family arrangements, for example	
j)	second marriages, fostering, extended families and three or more generations living together	

6	Pupils will have considered:	
a)	the diversity of lifestyles	
b)	others' points of view, including their parents' or carers'	
c)	why being different can provoke bullying and why this is unacceptable	
d)	when it is appropriate to take a risk and when to say no and seek help	
e)	the diversity of values and customs in the school and in the community	
f)	the need for trust and love in established relationships.	