

Hartford Manor Community Primary School

Sex and Relationships Education Policy

Introduction

We have based our school's Sex Education Policy on the DfEE Guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of loving and caring relationships. It is also about understanding the importance of marriage for family life, stable and loving relationships, respect, love, care and responsibility. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self-esteem and emotional health and well-being and help our children form and maintain worthwhile and satisfying relationships, based on respect and responsibility for themselves and for others, at home, school, work and in the community. We will aim to take account of the emotional development of children and of issues such as sexuality, disability, ethnicity and faith.

Process for Policy Development

A working party was set up to review the existing SRE policy. The group comprised of PSHE co-ordinator, 2 teachers, and the nominated Governor SRE. The policy has been developed in consultation with staff, governors, school health staff, The Christopher Winter Project and other relevant agencies. Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum and working alongside specialist SRE consultant of The Christopher Winter Project.

Aims and objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families. It will be delivered within a clear and explicit values framework of mutual respect, rights and responsibilities, gender equality and acceptance of diversity.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Context and Delivery

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, sex and relationship education is also delivered through Science, RE, PSHE, Citizenship, Literacy activities and Circle Time. Sex and relationship education is taught by classroom teachers, and where appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. 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. We encourage the children to ask for help if they need it.

In PSHE and Science lessons in Key Stage 2, teachers inform children about life cycles, body changes, personal hygiene, puberty and reproduction, conception and pregnancy. For this aspect of the school's teaching, we refer to the guidance material from the Sex and Relationship Education Guidance (ref DfEE 0116/2000) and relevant sections of The Christopher Winter Project. In Key Stage 1 we teach children about keeping clean, growing and changing, families and asking for help, differences between boys and girls and naming body parts. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 & 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. 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 made and born, about the physical and emotional changes that happen during puberty, what issues may cause young people's anxiety and how they can deal with them, what menstruation is, and how it affects girls. We always teach this with due regard for the emotional development of the children and take account of children's sexuality, disability, ethnicity and faith.

Resources

Resources to teach Sex and Relationship Education include fiction, non-fiction, reference books, leaflets and extracts from videos.

The Christopher Winter Project – Teaching SRE with Confidence.

Links with other Policies

This policy is linked with the following policies:

PSHE & Citizenship

Science

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti-Bullying

The Role of Parents / Carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We will always seek to work in partnership with parents / carers. This is essential to effective sex and relationship education.

Research shows that children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on this later. But many parents find it difficult to talk to their children about sex and relationships and may lack confidence and up to date knowledge.

The teaching of some aspects of sex and relationship education might nevertheless be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to sex and relationship education are expected to work within an agreed values framework as described in the school's policy which must be in line with current legislation.

Why Parents / Carers are so important

Parents and Carers are the key people in:

- teaching their children about sex and relationship;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

Consulting Parents / Carers

We wish to build a positive and supportive relationship with the parents / carers of children at our school through respect, mutual understanding, trust and co-operation. In promoting this objective we:

- Openly inform parents / carers about the school's Sex Education Policy and practice

- Answer any questions that parents / carers may have about the sex education of their child
- Take seriously any issue that parents / carers raise with teachers or governors about this policy of the arrangements / delivery for sex education in our school.

Parents who withdraw their Children

Parents have the right to withdraw their children from all or part of the sex and relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from these lessons they should discuss this with the Headteacher or class teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The Role of other Members of the Community

We aim to work in partnership with other external professionals working in health and children's services, both to bring expertise into SRE teaching / delivery and to ensure that our children have access to the correct and most up-to-date advice and support on sex and relationship education. In particular, our school nurse gives us valuable support with our sex education programme and we are working alongside specialist SRE trainers from The Christopher Winter Project.

Confidentiality / Safeguarding

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following procedures laid down in the Child Protection Policy.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach / deliver SRE effectively and handle any difficult issues with sensitivity and care.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitivity or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to encourage a "culture of asking" and will answer questions as honestly as possible. However, if teachers are faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs. Correct vocabulary / terminology will be used consistently and appropriately throughout our school.

Inclusion

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of Sex and Relationship Education. Where appropriate, one-to-one provision will be made available.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named governor and teachers responsible for delivering Sex and Relationship Education. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required. SRE advice will be included in the induction programme for all new members of staff.