

SEX AND RELATIONSHIP EDUCATION POLICY PATCHAM JUNIOR SCHOOL

Contents

	Page
1. Context	1
2. The Sex and Relationship education curriculum	1-4
3. The organisation of Sex and Relationship education	4-5
4. Delivering the Sex and Relationship education curriculum	5-9
5. Confidentiality and child protection	9
6. Liaison with parents and carers	10
7. Implementation of the policy	10
8. Policy development process, monitoring and review	11

1. Context

Sex and Relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. Sex and Relationships education in primary schools involves learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundation for future work on sexual and reproductive health and so helps to prepare children for adulthood.

It has three broad elements:

- acquisition of accessible, relevant and age-appropriate information;
- clarification and development of attitudes and values that support self-esteem and are positive to health and well-being;
- development of personal and social skills for developing healthy and safe relationships.

Essentially Sex and Relationship education should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

SRE is not a stand alone subject but firmly rooted in our school's Personal, Social and Health Education (PSHCE) and Citizenship Framework and is also delivered as part of other curriculum areas such as Science and RE. The Social and Emotional Aspects of Learning (SEAL) resource further compliments SRE by helping children to understand and manage feelings and develop positive friendships and relationships.

This policy contributes to Patcham Junior School's work to meet the outcomes of the 'Every Child Matters' agenda and the standards of the National Healthy Schools programme. The policy also links with other school policies such as the anti-bullying policy, the equal opportunities policy and health and safety policy.

2. The Sex and Relationship Education curriculum

SRE supports and promotes our pupils' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.'*

Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

At Patcham Junior School Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

'all children ...need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus upon friendships, bullying and the building of self esteem...'Sex and Relationship Education Guidance 2000

SRE in the primary school should ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves, ask for help and support, and are prepared for puberty.

SRE is firmly rooted in our school's Personal, Social and Health Education (PSHCE) and Citizenship curriculum framework and is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle.
4. Developing good relationships and respecting the differences between people.

The QCA guidance on PSHCE & citizenship includes the *Breadth of opportunities* pupils' need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHCE.

The Sex and Relationship Education programme is also delivered through resources that support the development of pupils' Social and Emotional Aspects of Learning (SEAL).

The SRE programme also includes elements of the statutory science curriculum. Parents / carers are not able to withdraw their children from National Curriculum science.

National Curriculum Science

Key Stage 1.

1. b) That animals including humans, move, feed, grow, use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of human.
f) That humans and animals can produce offspring and these grow into adults.
4. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.

2. f) About the main stages of the human life cycle.
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Patcham Junior School refers to Learning Outcomes Planning Tools relating to the local Curriculum Framework, National Curriculum 2000 and the Social and Emotional Aspects of Learning resource to inform planning.

SRE is likely to be particularly effective if it enables children to:

- Communicate a point of view clearly and appropriately and listen to the views of others;
- Make sensible choices about what to do in particular situations;
- Manage relationships with friends confidently and effectively;
- Act responsibly as individuals and within a group.

(Ofsted 2007)

3.The organisation of Sex and Relationship education

Co-ordination

SRE is co-ordinated by the PSHCE co-ordinator Tom Bostock. He is responsible for the overall planning, implementation and review of the programme. He monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of SRE.

The PSHCE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. He may lead, organise or inform staff and the wider school community of training and current issues.

Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and Teaching Assistant's will receive training so they can work with class teachers effectively.

Role of Governors

The governors have been consulted on this policy and have ratified it. The governor for PSHCE, Anita Lower, supports the PSHCE co-ordinator in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years.

- It is essential that all staff have opportunities to update knowledge and access resources.
- All staff need time to clarify their own attitudes and assumptions about SRE in order to reach a consensus about the value context in which SRE education is presented.
- Work in this area cannot be value free but pupils benefit from consistent messages. All staff need opportunities to clarify what those should be.
- Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting.
- All staff will be informed of and offered training, when necessary, on issues related to confidentiality and child protection.

Curriculum delivery

Curriculum planning for SRE is part of the whole school planning process for PSHCE and Citizenship and is informed by the National Curriculum Science Orders.

The content of the SRE programme will be delivered in a variety of ways:

- Designated SRE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links: when appropriate SRE, will also be delivered in SEAL, Science, RE, Humanities and Literacy.
- Circle-time, planned to support the delivery of PSHCE and SEAL, may also be used to cover some of the SRE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the SRE programme, but these one off events will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from SRE. For example, they will be able to participate in a lesson in another class.

4.Delivering the Sex and Relationship education curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable pupil

participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about Sex and Relationships.

These techniques, include:

- Establishing ground rules with pupils - as in all aspects of PSHCE a set of ground rules helps create a safe learning environment. In Sex and Relationship education in particular it may be helpful to include ground rules that refer to use of universal scientific language to refer to body parts (but accept family language if children do not yet know these terms).
- Spend time exploring the meaning of confidentiality and guide children about what is appropriate to share.
- Reflect on the needs of vulnerable children in these lessons and discuss with parents/carers and SENCO if appropriate before the module begins. Arrange 'get outs' from the lessons if the material is too sensitive for some children.
- Be clear about school policy on child safeguarding (child protection) in case a child makes a disclosure in these lessons.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

See General PSHCE policy statement for more detail.

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy.

Difference, Diversity and Inclusion

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities Policy and Race Equality Policy. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children in the planning and delivery of our programme.

See General PSHCE policy statement for more detail.

Mixed and single gender groups and gender issues

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However there may be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before

discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

Boys in the past may have felt left out of SRE if it had a narrow reproductive focus, the objectives of our SRE programme should encourage them to be included, able to participate and begin to explore issues around male identity. We will also endeavour to provide male role models in the delivery of our SRE programme e.g. have a male teacher facilitate some of the single gender sessions.

Very occasionally we may get a child in our school who appears to have an issue with their Gender Identity. For example a biologically born boy who insists they are a girl or vice versa. Gender identity issues in infancy, childhood and adolescence are complex and have varied causes: in the majority of cases the eventual outcome will be homosexuality or bisexuality, but often there will be a heterosexual outcome as some gender issues can be caused by a bereavement, a dysfunctional family life, or (rarely) by abuse. Only a small proportion of cases will result in a transsexual outcome. Whatever the cause, a child with a gender identity problem may be unhappy, and their family will suffer as a result. If we do have such a child in our school we will do our best to accept them unconditionally for the person they are, show a genuine interest in them and protect them from any nastiness or bullying, and offer suitable friendship. We will liaise closely with the family and seek outside support if necessary.

Sexual Orientation

Many different types of family will be represented in our school and we will ensure that the SRE programme is sensitive to these; including families with lesbian, gay, bisexual or transgender parents. When delivering the curriculum we strive not to make assumptions about the future sexual orientation of pupils or their family members.

Religion and Ethnicity

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

See General PSHCE policy statement for more detail.

Liaison with partner schools

In order to *promote 'lifelong learning about physical, moral and emotional development'* (DfEE) it is important that our secondary schools are aware of the Sex and Relationship education delivered in our school so that they can reinforce and build on the work we have done. We make use of existing structures to communicate information about SRE to secondary schools. Equally we work closely with our local infant school to ensure understanding of learning outcomes in KS1.

Specific Issues related to teaching SRE

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHCE Co-ordinator, the senior management team / outside agencies and the school nurse.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

Dealing with questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- Question boxes will be used, when appropriate to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).

- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHCE Co-ordinator can always be consulted for support. It maybe appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary; a simple and concrete piece of information offers clarity and may avoid confusion.
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools SRE curriculum past and in the future. "At the moment we are looking at 'X', in year 4 you will look at 'Y' in more detail".
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If a pupil needs further support, s/he could be referred to the school nurse, school counsellor, helpline or outside agency.
- If you have concerns about sexual abuse, follow the school's child protection procedures.

5. Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and Relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching Sex and Relationship education can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE's Child Protection circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service". Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.
See also General PSHCE policy statement.

6. Liaison with Parents and Carers

Our school would like to share responsibility with parents and carers in the delivery of Sex and Relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning Sex and Relationship education and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate.

We will use the school newsletter to inform parents and carers of the content of the SRE programme, their right to withdraw (see below) and to invite all parents and carers to a workshop style meeting.

In this meeting parents and carers will be given opportunities to; discuss their own experiences of Sex and Relationship education, explore their attitudes, view the policy, the scheme of work and corresponding resources, ask questions and be informed of their right to withdraw. We will also give parents / carers the option of discussing any concerns with their class teacher or PSHCE Co-ordinator. Parent and carers will be given opportunities to view videos used in the Sex and Relationship education programme outside the workshop meetings. We will also do our best to support parents in talking to their children about Sex and Relationship education.

Parents and carers have the right to withdraw their children from all or part of the Sex and Relationship education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher or the PSHCE co-ordinator or the head teacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

7. Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff.

A summary of this policy is in the school prospectus.

The opportunity for parents to attend workshop style meetings to support the implementation of this policy has been outlined in the section on 'Consultation with Parents and Carers.'

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PSHCE Co-ordinator and Head teacher.

Policy development process, monitoring and review

This policy was drawn-up in March 2011.

It followed a consultation process with Healthy Schools, staff, governors, pupils and parents of the school. These groups were involved at different stages and in different ways in this policy development.

- The governor with responsibility for PSHCE liaised with the PSHCE co-ordinator and a draft policy was formulated.
- The final draft was considered by the staff and ratified by the governing body.

The review and monitoring of this policy will be the responsibility of the PSHCE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable him to carry out the above.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The PSHCE Co-ordinator is available to discuss the SRE programme with them informally. He will report formally to the governors annually.

The Policy will be reviewed in three years (March 2014).