



SEX AND RELATIONSHIP EDUCATION POLICY

Date of review: Autumn 2014	Date of next review: Autumn 2017
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'Inspired to learn, inspired for life'

This Policy has been written taking account of the revised National Curriculum, 2014, the new Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy. Consultation with parents and governors has taken place in order to reflect the parents' wishes and those of the wider community and this happens on an annual basis when parents and governors attend a meeting to consider the SRE policy and through questionnaires circulated annually. The policy also reflects the views of teachers considered during professional meetings and those of pupils obtained through discussion during class times, circle times, school council meetings and other times.

At Furzeham Primary School, we believe that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It is delivered as an integral part of our general curriculum especially PSHE, Health and Well-being and Science and is rooted in the following of our school aims;

- to provide the best possible all round education for all of our children,
- to have high expectations of our children and inspire them to have high hopes of themselves and each other
- to constantly learn from each other, to promote safe, healthy lifestyles,
- to develop spiritually, morally and culturally

Why do we teach SRE?

We teach sex and relationship education in order to help and support young people through their physical, emotional and moral development and to help them learn to respect themselves and others. We want them to be able to move with confidence from childhood through adolescence into adulthood, developing the skills and understanding that they need to live confident, healthy and independent lives. It will help pupils deal with difficult moral and social questions, to develop physically and mentally, preparing them for the opportunities, responsibilities and experiences of adult life.

Effective delivery of sex and relationship education is a whole-school approach. The policy is appropriately set for the age and maturity of the pupils, involves parents and carers, ensures that pupils' views are listened to and refers to appropriate training and support for staff.

Pupils are taught about the nature and importance of marriage for family life (same or single sex) and for bringing up children, whilst also recognising that there are strong and mutually supportive relationships outside marriage. They learn the significance of stable relationships as key building blocks of community and society and we take care to ensure that there is no stigmatisation of children as a result of their home circumstances.

Pupils are given accurate information and helped to develop skills to enable them to understand difference and respect for themselves and others and for the purpose also of preventing and removing prejudice.

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

1. Attitudes and Values

- learning the value of family life, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

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2. 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;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception

What materials do we use in school when teaching SRE?

The materials that we use are in accordance with the PSHE framework and the law and have regard to the age and cultural background of the pupils. At the annual summer meeting about SRE, which is held for parents of children in Years 5 and 6, the governors and head teacher show to parents the materials to be used and discuss any concerns raised. Only materials that are in line with the guidance issued by the Department of Health are used. We also do our best, through our e-safety policy to ensure that children are protected from accessing unsuitable materials on the Internet.

How do we deliver SRE at Furzeham School?

Teaching and Learning

Our teaching of SRE will increase children's knowledge of

- the human body
- human growth and development
- families, parenting and life cycles
- personal relationships including their own feelings

These areas of knowledge are mainly taught as part of the Personal, Social, Health Education (PSHE) curriculum, Science, Religious Education and the citizenship aspects of school life. We encourage and welcome the support of specialist agencies such as the school nurse, the life education centre, and theatre groups.

We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential for effective SRE.

Equal Opportunities

All children will be able to access the Sex and Relationships Education programme regardless of race, class, gender, religion, home language, social circumstances, special education needs or ability.

SRE in Key Stage One

In Key Stage One, children are taught the importance of developing good relationships with one another. This process continues when learning to form relationships with a wider range of people in our community who influence them, e.g. nurse, doctors, teachers, etc. The children also develop an understanding about themselves, which includes learning various parts of their body, their likes and dislikes hobbies and who their friends and family are.

SRE in Key Stage Two

As the children grow and mature we focus more on

- choices and responsibilities
- the consequences of our actions.

We begin to discuss growing and simple changes that happen to our bodies, e.g. growing taller, losing and gaining teeth.

SRE in Year Six

Teaching of SRE in Year 6 is more structured and is provided outside the National Curriculum for PHSE and Science. This includes preparation for puberty and the understanding of conception and birth and information about periods and voice breaking. We also believe that all pupils need to feel that SRE is relevant to them and we are sensitive to their needs, recognising their developing sexuality and their family situations.

Whenever possible and appropriate all children, including those who develop earlier than the average, are taught about puberty before they experience the onset of physical changes. The Year 6 children are not split into single sex groups for the teaching of SRE. The class teachers usually undertake these lessons and they use a variety of strategies and resources to emphasise and teach the SRE effectively.

The 'proper' words are used and include: breast, penis, testicles, vagina, sperm cells, ovum, ovaries, womb, umbilical chord and navel.

A letter is sent to parents before any class begins the sessions and parents who are interested or concerned, are invited to speak with the teachers and watch the DVD 'Living and Growing which is the programme used with the children.

If requested the schools will support parents in their role as sex educators , there is a small library of books and pamphlets, however parents do have the right to withdraw their children from these lessons if they wish. Any requests should be made to the headteacher in writing.

There is a graduated, age-appropriate programme of sex and relationship education. Teaching methods take into account the developmental differences of children and the potential for discussion on a one to one basis or in small groups.

How does this SRE fit into the Personal, Social and Health Education framework at Furzeham School?

Sex and relationship education is supported by our wider curriculum for Personal, Social and Health Education. Pupils receive their sex education in the wider context of relationships; and are prepared for the opportunities, responsibilities and experiences of adult life.

This is planned with regard to the Healthy Schools Standard and the National Curriculum framework for PSHE and Citizenship and Science at Key Stages 1 and 2. It is delivered through four broad themes to ensure effective provision.

The four themes are:

1. developing confidence and responsibility and making the most of pupils' abilities;
2. preparing to play an active role as citizens;
3. developing a healthier, safer lifestyle; and
4. developing good relationships and respecting differences between people.

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- 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 and ask for help and support;
- are prepared for puberty.
- develop a respect for individual conscience and the skills to judge what kind of relationships they want;

National Curriculum Science

At Key Stage 1 the content includes

- knowing that animals including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

Key Stage 2

- knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- knowing about the main stages of the human life cycle

Teaching Strategies for S R E

Teachers and other staff can use a range of strategies to help children develop confidence in talking, listening and thinking about sex and relationships. We do this by establishing ground rules, introducing 'distancing' techniques, making use of discussion and circle times, and encouraging reflection.

We appreciate that some aspects of SRE may be a cause for embarrassment for some people, however it is important that take steps to overcome this. Teachers are encouraged and trained therefore to:-

- establish agreed ground rules with their pupils during SRE lessons
- use 'distancing' techniques; to ensure that the content is dealt with in a sensitive but objective manner and avoids being related to close personal experience
- know how to deal with unexpected questions or comments from pupils;
- use discussion
- choose appropriate materials
- encourage reflection

Training and support will be delivered through team teaching with suitably experienced staff or the school nurse.

Ground rules

Establishing a set of ground rules helps teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules are developed as part of the school's sex and relationship education policy individually with each class or year group.

For example these may decide that:

- no teacher or pupil will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and meanings of words will be explained in a sensible and factual way.

Dealing with questions

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening. Teachers are supported and trained so that they are prepared for the unexpected.

For example:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher will discuss this with the parent
- If a teacher doesn't know the answer to a question, they will acknowledge this, and agree to get back to the child later and do so if appropriate

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later;
- If a teacher is concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

Discussion and lesson activities

Pupils take part in structured activities in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning;
- plan and shape future action.
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Pupils often work in groups and circle time is used for discussion and role play.

Reflection

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like having this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

How do we work with Parents?

Partnership with parents 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 we recognise that some parents find it difficult to talk to their children about sex and relationships. Some aspects of sex and relationship education might be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and 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 in line with school's policy.

Why parents are so important?

Parents are the key people in: teaching their children about sex and relationships; 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.

How can we support parents?

Parents may need support to talk to their children about sex and relationship. Advice can be given on how to link support in talking to their children about sex and relationship education with what is being taught in school

Consulting parents

Parents are actively encouraged to work with us to determine the content of sex and relationship education programmes. Reflection around parents' own experiences of sex education can often lead to a productive discussion in which teachers and parents can start planning sex and relationship education provision for their children. The school's sex and relationship education programme will complement and support their role as parents

Parents who withdraw their children

Parents 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 National Curriculum. Should a parent wish to withdraw their child alternative arrangements following discussion with the headteacher, a DfES standard pack of information for parents who withdraw their children from SRE will be made available.

Health Professionals

At Furzeham School, we work closely with the school nurse and through BING (Brixham Interdisciplinary Group) in the development and implementation of our SRE programme and this involves

- supporting the work of teachers
- working in partnership with parents to make links between the school and other relevant professionals

Health professionals who are involved in delivering programmes are expected to work within the school's sex and relationship education policy and instructions of the head teacher.

Visits arranged as part of SRE

Visitors invited into school during SRE lessons may have a discrete role and responsibility for providing sex and relationship education both informally and formally. They complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teachers' responsibility to plan the curriculum and lessons

Child Protection

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect school to provide a safe and secure environment. Staff will take notice of any fears or worries that they bring into the classroom. Sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of a school's staff (teaching or non-teaching) suspects that a child is

a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should carry out the procedures set out in the Schools Child Protection policy, a copy of which is kept in each classroom along with welfare concern forms. Any signs of abuse concerns or suspicions must be reported to Mr Adams or Mrs Thompson who are the designated Safeguarding Leads. They should also be aware of the information regarding procedures if a member of staff is accused of abuse;

Joint guidance by DfE and the Department of Health published in 1999 –“Working Together to Safeguard Children” and Keeping Children Safe in Education 2014 – sets out how all agencies and professionals should work together to promote children's welfare and protect them from abuse and neglect. A copy of this is kept in the file in Mr Adams 'office.

Confidentiality policy

Should information be passed to a staff member that is considered to be of a sensitive or confidential nature the following approach will be applied.

- pupils will be reassured that their best interests will be maintained;
- pupils will be encouraged to talk to their parents or carers and given support to do so;
- pupils will be told that teachers cannot offer unconditional confidentiality;
- pupils will be reassured that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, the school's child protection procedure will be followed
- ground rules will be established during SRE lessons in KS2 to ensure that confidential disclosures can take place (question box).

Personal disclosures

Disclosures from pupils may take place at any time and may not be made in an appropriate place or at an appropriate time. If this happens, the teacher should talk again individually to the pupil before the end of the school day.

There may be rare occasions when a teacher or staff member is directly approached by a child who discloses that they are sexually active or are contemplating sexual activity. This should be viewed as a child protection issue and referred to the Designated Safeguarding Leads who will make sensitive arrangements, in discussion with the child, to ensure that parents or carers are informed; to address any child protection issues and ensure that help is provided for the child and family.

Further information about sex and relationship education is available from a range of national statutory bodies and voluntary organisations such as the Sex Education Forum based at the National Children's Bureau; or the Healthy Schools Programme website Wired for Health(www.wiredforhealth.gov.uk).