

Halstead CP School



Reviewed and approved by the Full Governing Body
Signed :

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SEX & RELATIONSHIPS EDUCATION POLICY

CONTENTS

HEADING	PAGE NO.
1. Rationale	3
2. Aims and Objectives	3
3. Equal Opportunities Statement	4
4. Organisation	4
5. Cross-Curricular links	5
6. Assessment recording and reporting	5
7. Working with parents	6
8. Specific issues within SRE	6
8.1. Withdrawal	6
8.2. Confidentiality	6
8.3. Child Protection	6
8.4. Controversial and Sensitive issues	6
8.5. Dealing with questions	7
8.6. Sexual Identity and Sexual Orientation	7
9. Monitoring, Review, Evaluation	7

Sex & Relationships Education Policy

1. **Rationale**

Sex and Relationships Education (SRE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships, and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfES Sex and Relationship Education Guidance (0116/2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying policy, Drug Education & Incident Management policy, Child Protection policy, and the Race Equality policy

2. **Aims & Objectives**

This policy is a working document that provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand. SRE is taught in the context of PSHE and Science.

The SRE programme at Halstead CP School reflects the school ethos and demonstrates and encourages the following values:

- ⇒ Respect for self.
- ⇒ Respect for others.
- ⇒ Responsibility for their own actions.
- ⇒ Responsibility for their family, friends, schools, and wider community.

In Key Stage 1 pupils learn:

- To recognise similarities and differences between themselves and others;
- To identify and share their feelings with each other;
- To recognise safe and unsafe situations and identify and be able to talk to someone they trust.
- To name parts of the body (including external genitalia)

In Key Stage 2 pupils learn:

- To express their opinions about relationships and bullying and to listen to and support others;
- To respect other people's viewpoints and beliefs;
- To recognise their own worth and identify positive things about themselves;
- To try to balance the stresses in life, in order to promote their own mental health and well-being of others.
- How their body will, and emotions may, change as they approach or move through puberty.

Halstead Community Primary School

- About human reproduction.
- About taking care of their body and understanding they have the right to protect their body from inappropriate and unwanted contact.
- To be able to judge what kind of physical contact is acceptable or unacceptable.

Life processes are discussed, including the physical changes that take place at puberty, why they happen, and how to manage them.

Materials used are carefully considered and evaluated with regard to the age and cultural backgrounds of the pupils in relation to images used.

Effective teaching of SRE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video, and the use of visitors and outside agencies.

The teaching strategy of circle time may be central to the delivery of the SRE programme. It extends the role of the teacher to that of a facilitator, enabling children and young people to learn about themselves and to reflect upon their interactions with others.

3. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of pupils' cultures, faiths, and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support.

Throughout their school life, children and young people will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Whatever their chronological age, pupils will be at very different levels of maturity and this needs to be taken into account when deciding what to teach and how to approach the issue most effectively. The teacher needs to take into account the maturity of the majority of pupils in the group. Where there is a significant difference in the chronological age and the maturity of the pupils, it is important to ensure that the teaching point is conveyed in language that is accessible to the pupils.

Teachers may need to use different resources, activities, or provide specific support depending on the needs of their pupils.

Where pupil's IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils' different learning styles.

4. Organisation

SRE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, & Health Education (PSHE) & Citizenship. At Halstead CP School the *main* content is delivered in PSHE lessons and often in circle time.

SRE is normally delivered by class teachers in mixed-gender groups other than when it is deemed more appropriate for topics to be covered in single-sex groups. Active learning methods which involve pupils' participation are used.

Halstead Community Primary School

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Halstead CP School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with, and understand, the school's SRE policy and work within it.
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance,
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of sex education in the Science curriculum are assessed formally.

Evaluation of the SRE programme outside the Science order is conducted using a variety of informal activities that have been built into the programme. Teachers are required to keep their own personal evaluations of the lessons, which are used by the co-ordinator to inform future planning.

Liaison procedures are already in place with the two of the main secondary schools in the area.

Halstead CP School believes in the importance of training for staff delivery SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

5. Cross-curricular links

All teachers, and therefore curriculum areas, may make a contribution to SRE. Some subjects make a clear, focussed contribution – such as Science – whilst the contribution of other subjects is important, but less obvious. Examples are:

- Discussion of specific relationships and moral dilemmas through literacy;
- Discussion of family and marriage through RE;
- Wider social issues through geography or history;
- Discussion of feelings and emotions within relationships in art or music.

6. Assessment recording and reporting

Much of the learning in SRE is sensitive and of a highly personal nature, so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development. For many issues, assessment is inappropriate (for example, discussion of family relationships), but where assessment may be of value it is best to consider pupils' self-assessment or peer-assessment. Examples might be that pupils might assess their own decision-making skills in relation to a moral dilemma in a specific imaginary situation, or that there could be peer-assessment of assertiveness skills in a rôle-play activity.

7. Working with parents

Parents are the key people in teaching their children about SRE and helping them cope with the physical and emotional aspects of growing up. They are the main

contributors to children's development of values and attitudes and their understanding of feelings.

Many parents find it difficult to talk with their children about sex and relationships, and may need support in how to do this.

We endeavour to work with parents and consult regularly in order to decide the content and nature of the SRE programme. Parents should be made aware and encouraged to play an active part in their child's SRE. When deciding whether girls and boys should be taught together, governors should consider the views of the local community, the parents, and the pupils themselves. However, whether taught separately or together, the focus should be on boys as much as girls in order to ensure that there is greater emphasis on the responsibility of boys.

8. Specific Issues within SRE

8.1. Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Sex & Relationships Education provided at school, except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the pupil. Once a pupil has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme, or who wish to deliver SRE to their children at home. The school nurse will also provide opportunities to discuss issues with parents/carers at Speakeasy events. Parents are informed prior to the Year 6 SRE programme.

8.2. Confidentiality

As a general rule a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the pupil is at risk or in danger she/he talks to the named Child Protection Co-ordinator, who may confer with the head Teacher before any decision is made.

The pupil concerned will be informed that confidentiality is being breached and the reason for this. The pupil will be supported by the teacher throughout the process.

8.3. Child Protection

The school has a separate Child Protection policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

8.4. Controversial and Sensitive Issues

Halstead Community Primary School

Staff are aware that views around SRE-related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions, but also respect others who may have different opinions.

8.5. Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The use of a Questions Box enables the teacher to decide how, and whether, each question should be answered in school. The school believes that individual teachers must use their skill and discretion in this area, and refer to the Child Protection Co-ordinator if they are concerned.

8.6. Sexual Identity and Sexual Orientation

Halstead CP School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

9. Monitoring, Review, & Evaluation

The school will consult staff, pupils, parents, and Governors regularly on this policy. This policy will be kept under review every 2 years.