

Grove Road CP School: Policy for Sex and Relationship Education



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Co-ordinator responsible: Sasha Bune (PSHCE Subject Leader)

How this Policy was Developed

This policy was developed from consultation with staff, governors, parents and various external bodies, including the North Yorkshire EDA for Well-Being

It takes full account of the school's legal obligations, noted in DfES and other materials (see Appendix 1).

School Context

Grove Road Community Primary School has around 270 pupils on roll. It is situated in an area of council and privately owned rented accommodation in a less affluent part of Harrogate (designated an area of social priority). Nearly a third of our children come from single parent families and we have a wide range of ethnic backgrounds, with 27% of the children having English as an additional language and 36% stating that they are not white British. The proportion of children with statements for special needs is above average, as is the number of children at School Action Plus. Most of these learners have social, emotional or behavioural problems or specific learning difficulties and there are a few with moderate learning difficulties or speech and communication or physical problems. The school is an enhanced school to support schools and learners in the local area with behavioural, emotional and social difficulties. Grove Road is also a hub school to develop minority ethnic achievement in Primary and Secondary schools in a large area of the County.

Sex and Relationship Guidance (DfEE 2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships.

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 'Me and My Relationships'. In addition SRE will help to promote self-esteem and emotional health and well-being and help children to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, school, work and in the community.

Rationale and Statutory Requirements

SRE at Grove Road CP School is considered an important aspect of children's learning. SRE helps children to make sense of the world around them and supports their emotional development. In addition SRE can support academic achievement. As such, SRE is an integral part of the Health and Well-Being initiative.

There is also a legal requirement. As well as non-statutory guidance for PSHE, the National Curriculum for Science (2014) specifies that aspects of SRE should be taught; it requires that children should be taught about reproduction and the human life cycle.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship policy. The Act gives parents the right to withdraw their children from all, or part of, sex and relationships education.

Values

The aims and objectives of Grove Road CP (see Appendix 2) form the values which underpin SRE. These closely correspond with the Every Child Matters agenda (Five Key Outcomes) and the National Curriculum Values, Aims and Purposes, of which Aim 2 is particularly pertinent to SRE.

In addition, our RESPECT Code is contained in the Behaviour Management Policy. It acts as a summary of our values, aims and objectives, and permeates the actions (including teaching and learning) of everybody in school.

Our values underpin all teaching, in all subjects including SRE; we encourage:

- awareness, understanding and respect for self, including self-confidence and self-esteem
- awareness and respect for others and their views
- consideration and responsibility for choices and actions
- an appropriate set of values to guide their own behaviour and their relationships with others
- responsibility and care for family, friends, school and wider community
- appropriate communication and social skills.
- asking for help and support.

Objectives

The objectives of Sex Education are:

- to provide the knowledge and information to which children are entitled
- to clarify/reinforce existing knowledge
- to raise children's self-esteem and confidence, especially in their relationships with others
- to help children understand their sexual feelings and behaviour so that they can lead fulfilling and enjoyable lives
- to help children to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- to provide confidence to children as participating members of society
- to value themselves and others
- to help gain access to information and support

- to help children to keep themselves safe
- to develop and use communication skills and assertiveness skills to cope with the influences of peers and the media
- to respect and care for their bodies
- to be prepared for puberty and adulthood

Roles and Responsibilities

The PSHE Co-ordinator

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- monitor and advise on organisation, planning and resource issues across the school
- review/update the policy on a two year cycle, or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHE Co-ordinator
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

The Governing Body

The Governing body, in co-operation with the Head Teacher, determines/agrees the school's general policy and approach to SRE provision for all pupils.

The Teacher

Teaching children about SRE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis, through reference to our Code of Behaviour and in assemblies, for example.

It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge

- and understanding from other Science topics; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
 - inform children about changes and growing up as part of the Science and PSHE curriculum.

Dealing with difficult questions

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with Dfes guidance (2000). Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- facilitate the use of an anonymous question box as a distancing technique
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

The Teaching Assistant

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe). They should not work with children outside of the classroom.

External Agencies

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships or changes.

In Y5/6 the school nurse may contribute to work on physical changes (puberty). Parents are informed of the puberty and relationships work that is to be covered in these final years and if they have any questions or concerns, they may consult with the Headteacher and/or withdraw their child from the particular lessons.

The Parents / Carers

Grove Road CP is committed to working with parents/carers. They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with them eg through information workshops for parents/carers. See Appendix 4 for Letters to Parents/Carers.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: *"if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils*

shall, except in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn.”

Parents wanting to exercise this right are invited to see the Headteacher or PSHCE Co-ordinator who will explore their concerns.

Child Protection and Confidentiality

It is the responsibility of Grove Road CP to support its pupils, but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Child Protection Officer who will advise or act upon the concern. Under the Children Act 1989, adults “*may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare*”.

The SRE Curriculum

SRE is part of PSHE and Science and forms part of Grove Road CP School’s long term plans

The central resource used to support SRE is the Living and Growing scheme (Channel 4), which specifically covers sex education. For other resources refer to Appendix

Like many curriculum subjects, SRE will be taught in a variety of ways. Children may take part in classroom discussion, writing activities, role plays and watching programmes or reading information.

In Year 5 and Year 6, there is the need for some single sex lessons. Girls learn about menstruation and personal hygiene and boys are taught an equivalent session which specifically covers wet dreams and personal hygiene. However, there is still a need to understand the emotional and physical changes those of the other sex will go through during puberty. SRE will largely be delivered by class teachers who are best placed to adapt teaching for individual needs.

Teaching will take into account children’s prior knowledge, SEND, maturity and emotions around the subject. Teachers will help children feel comfortable discussing these topics both in SRE lessons and in the future. All SRE teaching reflects values of mutual respect, equality and loving relationships as well as the children’s own rights and responsibilities.

Resources such as videos, booklets, websites and information sheets have been chosen to reflect the ethos of the school and the content of the policy. They show a balanced view of different genders, races, sexualities and abilities. Resources will be regularly reviewed to ensure that they are up to date and scientifically accurate as well as appropriate and relevant for the age they are being used with.

Assessment and Reporting

Grove Road CP School is determined to make the curriculum as relevant to the children’s needs as possible. To this end assessments will be made

through observation of children and their work and by talking to and discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to SRE learning during the year.

Assessment and reporting of SRE will make reference to learning outcomes in PSHCE or Science.

Equality of Opportunity

Grove Road CP strives to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures.

Young people may have varying needs regarding SRE depending on their circumstances and background. SRE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult children's parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Special Educational Needs

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally eg what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant

Sexual Orientation

Teaching about families and relationships will be broad and equal allowing children from all different families and experiences to be included. Grove Road CP School is proactive in preventing homophobic or sexist bullying by

developing understanding and respect (see school Anti-bullying Policy). As stated in relation to diversity, children will not be expected to take on specific beliefs, but instead to develop respectful relationships with everyone.

Monitoring and Evaluating

The SRE programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- to review and plan the content and delivery of the programme of study for sex and relationships education
- to review resources and renew as appropriate
- to update training in line with current LEA guidelines.

Appendix 1:

References

This policy was compiled with reference to:

The Framework for Sex and Relationships Education (1999) Sex Education Forum

The National Curriculum, 2014

Keeping Children Safe in Education Statutory Guidance for Schools 2014

Sex and relationships education: school responsibilities (2002) DfES

Sex and relationship Education Guidance DfEE Circular 0116/2000. (2000)

Sex and relationships: A report from Her Majesty's Chief Inspector of Schools (2002) OFSTED, HMI 433

Sex and Relationships (SRE) www.fpa.org.uk

Including Different Families Stonewall Education Guides

Healthy Schools Toolkit NYCC

NSPCC PANTS Campaign

Appendix 2:

Values, Aims and Objectives

The aims and objectives of Grove Road CP are listed below. Statements in italics have particular relevance to the values which underpin SRE in our school.

- *to create a happy, friendly and welcoming environment for everyone in our school community*
- *to ensure that all children have equal access and opportunity to participate in every aspect of school life*
- to promote and value high standards and high levels of attainment through a curriculum which values individual achievement
- *to encourage children to make positive and responsible choices in their attitudes and actions*
- *to develop self-esteem, ambition and pride*
- *to encourage co-operation and respect*
- to provide a wide range of experiences which encourage an enthusiasm for learning
- to encourage sound links between school, parents and the wider community.

Appendix 3:

Learning Outcomes

(Ofsted: Sex and Relationships 2002)

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning/assessing work in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements in italics are part of the National Curriculum Science requirements.

By the end of Key Stage 1

Pupils will be able to:

- *recognise and compare the main external parts of the bodies of humans*
- *recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Name the main body parts (including external genitalia)

Know similarities/differences between boys and girls

Pupils will know and understand:

- *that animals, including humans, grow and reproduce*
- *that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

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

Pupils will know and understand:

- *that the life processes common to humans and other animals include growth and reproduction*
- *about the main stages of the human life cycle*
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers'
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.