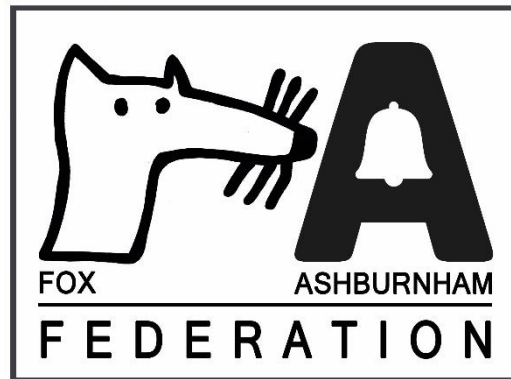


Fox Ashburnham Federation



Sex and Relationship Education Policy

Our vision

At our schools we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.

Definition of SRE:

Sex and relationship education is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

The DfES Guidance 2000 offered this definition:

“SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.”

Purpose of SRE policy:

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents about what is taught and when
- Give parents and carers information about their involvement with SRE
- Give a clear statement on what the school aims to achieve from SRE and why it thinks SRE is important
- Clarify the content and manner in which SRE is delivered

Moral and Values Framework

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- Value and respect themselves;
- Value and respect others and
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

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.

SRE in our school aims for pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinion
- be able to name parts of the body and describe how their bodies work;
- be able to protect themselves and know where to go for help and support;
- gain accurate knowledge and understanding about sexuality and relationships
- to be prepared for puberty.

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
- To dispel myths, misinformation and prejudice

Legal requirements

All schools must teach the following as part of the Science National Curriculum, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and how they reproduce.
 2. a) to recognise and compare the main external parts of the bodies of humans and how they reproduce.
 - f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. to 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.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. As well as through Science, SRE will be taught through dedicated PSHE sessions and Special events.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health and to stay clean. In RE and Citizenship

children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. In on-going PSHE work they will discuss the differences between boys and girls and will name the body parts. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. Through on-going PSHE lessons, children are taught about the physical, emotional and social changes at puberty, which include personal hygiene and keeping clean. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will discuss personal space and acceptable forms of physical contact. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures; exploring, considering and understanding moral dilemmas. In Year 6, the children will learn about conception and pregnancy and talk about being a parent.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. The children will be taught to develop critical thinking as part of decision making.

This content has been agreed in consultation with governors, parents and teaching staff.

How is SRE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. A planned, progressive programme of SRE *gradually and appropriately* begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

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. Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The school nurse backs up information on puberty and sexual health seeing both the boys and girls separately in single sex sessions. In every section of the SRE course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits.

The organisation of Sex and Relationship Education

Paul Cotter (Executive Headteacher) is the designated teacher with responsibility for coordinating sex and relationship education.

In line with national recommendations, SRE at the Federation will be delivered through the PHSE, Science, SEAL and Citizenship frameworks. What is taught is outlined in the Federation PSHE

Scheme of Work. SRE at the Federation is led by the class teachers, the learning mentor and, if appropriate, outside visitors such as the school nurse. SRE is taught to each year group, starting in Reception. The children may also learn massage throughout the school, through which they learn mutual respect for each other and about appropriate physical contact. The children are taught to ask permission before giving a massage and to say thank you after.

(Sex and relationship education is monitored and evaluated by the PHSE Subject Leader as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate).

Specific Issues

Parental consultation and working in partnership with parents

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
- □ Preparing them for the challenges and responsibilities that sexual maturity brings.

On entry to the school, parents are invited to read the SRE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for SRE learning. Parents are kept informed about the content of the programme. Section 405 of the Education Act 1996 gives parents have the right to withdraw their children from any or all of parts of a school's programme of sex education - where it is not part of the National Curriculum. However, this rarely happens; by working in partnership with school, parents recognise the importance of this aspect of their child's education. Parents are asked to contact the Head Teacher who will be available to discuss any concerns.

Child Protection / Confidentiality

All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The school will ensure that staff understand they cannot offer unconditional confidentiality to pupils. They will work with the school's child protection procedure for recording and reporting disclosures and the nature of access to this information.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will

use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinators will ensure that the visitors’ contributions to lessons are in line with the learning outcomes of the school’s SRE programme. A teacher will be present during the lesson.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Equal Opportunities

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.

Monitoring and Evaluation

Monitoring is the responsibility of the Head teacher, Deputy Headteacher, curriculum Governors and the PSHE co-ordinator. The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.

Withdrawal of Students from SRE and Complaints Procedure

Full details on SRE are available on request. The PSHE co-ordinator will inform parents/carers when aspects of the SRE programme are taught and will provide opportunities for parents/carers to view the videos and resources being used. Parents are informed of their legal right to withdraw their child from SRE if they wish. Any parent wishing to withdraw their child is encouraged to make an appointment with the head teacher to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the head teacher.

The Sex and Relationships Education Policy is reviewed every two years by governors. The SRE programme is monitored by the PSHE Co-ordinator.

SRE issues will be included in the induction programme for all new members of staff.

Adopted by Governors