

Grove Street Primary School

Sex and Relationships Education Policy

Introduction

We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000).

In this document, sex education is defined as:-

"learning about physical, moral and emotional development".

It is about understanding the importance of loving relationships for family life, stability, respect, love and care. It is also about the understanding of sex, sexuality and "sexual health".

Sex and Relationships Education is part of the Personal, Social and Health Education curriculum in our school. While we use Sex and Relationships Education to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore any moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

As a Rights Respecting School we are committed to ensuring our children's rights are valued and respected. In particular this policy reflects Article 5 (parental guidance), Article 12 (respect for the views of the child), Article 16 (right to privacy), Article 19 (protection from abuse), Article 34 (sexual exploitation) and Article 42 (knowledge of rights)

SRE Aims

It is a primary aim of our school that every member of the school community feel valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We teach sex education in the context of the school's aims and values framework.

While Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all of our work in school. In particular, we teach Sex and Relationships Education in the belief that:

- ❖ Sex and Relationships Education is part of a wider social, personal, spiritual and moral education process;
- ❖ children should learn about the importance of family life and relationship issues;
- ❖ children should learn about the value of respect, love and care;
- ❖ children should learn that it is important to build positive relationships with others, involving trust and respect;
- ❖ children need to learn the importance of self-control;
- ❖ children should be taught to have respect for their own and others bodies;
- ❖ children should learn about the physical development of their bodies as they grow up into adults;
- ❖ children should learn about human reproduction, human sexuality, emotions and relationships;
- ❖ children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- ❖ children should learn about sex abuse and what they should do if they are worried about any sexual matters;
- ❖ Children should explore, consider and understand moral dilemmas.

Curriculum

Our children learn Sex and Relationships Education through different aspects of the curriculum. While we carry out the main Sex and Relationships Education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some Sex and Relationships Education through other subject areas, such as Science, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

During Health Week we use the Christopher Winter materials to look more closely at SRE from Foundation 2 to Year 6. We always teach this with due regard for the emotional development of the children. School staff do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know about human reproduction, how their bodies change during puberty and what menstruation is and how it affects women and how babies are made. We arrange a meeting for all the parents and carers to discuss this particular programme of lessons, to explain what the issues are and how they are taught. They are also able to see the materials the school uses in its teaching.

Assemblies and circle times present a further opportunity to explore SRE issues.

Children with Special Educational Needs will have their needs assessed within the class and teaching will be provided at the relevant level.

Teaching

Teaching strategies

The following strategies are used to deliver sex and relationships education:

- establishing the extent of the pupils' prior knowledge and understanding
- establishing ground rules during discussion
- use of distancing techniques such as role play
- appropriate and sensitive response to questions
- use of open discussion
- reflection and feedback

Lesson planning

- lesson aims are clearly defined
- the learning experiences are planned to meet the needs of all of the children in the group
- lessons build on pupils' own experiences and knowledge

- lessons are planned to ensure a range of opportunities for pupils to learn, practice and improve skills, attitudes and knowledge.

- lessons provide pupils with the opportunity to record their views and ideas and to reflect upon their personal progress.

- lessons are planned to provide a safe and secure environment where pupils feel confident to express their thoughts and views.

7. Resources

The resources selected to assist in the delivery of a high quality Sex and Relationships education programme should encourage active and participatory learning methods. Resources support the school's agreed aims, the aims of the lessons and the objectives and framework of the Sex and Relationships Education curriculum.

Resources should:

- conform to the legal requirements of Sex and Relationships Education

- be appropriate to the needs of the children

- avoid racism, gender issues and stereotyping

- portray positive images of a range of young people

- include discussion materials

- be adaptable for use with all pupils

- be factual and up to date

- be well designed, durable and easy to understand, use and store

- contribute to a broad, balanced PHSE curriculum.

Parents are invited to borrow resources to view at home.

Informing pupils about confidentiality issues

Children have rights under the Children's Act 1989 and can, therefore, expect issues relating to sex and relationships to be treated with sensitivity. However, **no one** can give guarantees of confidentiality where the safety and welfare of a child is at risk. Children must be made aware of this whenever possible. Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been the victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).

Parent's right to withdraw their children from lessons

Section 405 of the Education Act 1996 allows parents to request that their child be wholly or partly excused from receiving sex education in school. In this case, the pupil would have only to attend lessons identified in the National Curriculum (i.e. SRE delivered through the science curriculum)

Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school. If a parent wishes their child to be withdrawn from Sex and Relationships Education lessons, they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. Parents are invited to participate in the lessons or borrow the resources to view at home. The school always complies with the wishes of parents in this regard.

The use of outside visitors

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valued support with our Sex and Relationships Education programme.

The Head Teacher liaises with external agencies regarding the school Sex and Relationships Education programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

Visitors are planned and timetabled into the SRE programme.

Outside speakers are not left alone with a class or allowed to take responsibility for a group of children. The class teacher should take an active part in the lesson as an eager observer, a willing participant or a support teacher to the visitor.

Evaluation

The Raising Attainment Committee of the governing body monitors our Sex and Relationships Education policy on an annual basis. This committee reports its findings and recommends to the full governing body, as necessary, if the policy needs modification. Consultation will be undertaken with the parent body prior to the formal document being submitted to the full governing body for approval.

The policy will be available in school for all parents to inspect and details of the policy will be included in the school prospectus so that parents of potential pupils are fully aware of the school's position in this matter.