

Woodcocks' Well CE PS

Policy for Sex and Relationships Education



WHAT IS SRE?

The term sex and relationships education - SRE - is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

According to DfEE guidance SRE is:

'...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 also about the teaching of sex, sexuality and sexual health'

(DfEE 'Sex and Relationship Guidance', 2000).

The guidance suggests that SRE should have three main elements as follows:

A. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding emotions and relationships within the children's immediate experience.

B. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

C. 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.
- Learning how to recognise and avoid exploitation and abuse.
- **The school's approach to SRE consists of:**
- The taught SRE programme as agreed by parents, staff and governors.

WHY SRE?

1 Legal obligations

The Governing body has agreed to include sex education in the school curriculum and what is to be taught and when. Parents have been and are included in these decisions. The school must teach human growth and reproduction as set out in the National Curriculum.

2 The needs of young people and the role of schools.

The overall aims of the school and National curriculum are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The DfEE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

*'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.
DfEE 'Sex and Relationship Guidance', 2000.*

3 MORALS AND VALUES FRAMEWORK

Our approach to SRE will be conducted within a clear moral and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The right not to be abused by other people or be taken advantage of.

We also believe that pupils have entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

4 EQUAL OPPORTUNITIES

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

- The needs of boys as well as girls. Girls tend to have greater access to SRE than boys. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them.
- We shall also be proactive in combating sexism and sexist bullying.
- Different ethnic and cultural groups may have different attitudes to SRE. If appropriate, the school will consult pupils and 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.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB pupils. We shall also actively tackle homophobic bullying.
- Special educational needs. We take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. Individual plans are written for these pupils as appropriate to allow them to access SRE.

5 A WHOLE SCHOOL APPROACH

A whole school approach will be adapted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

- The senior management team (SMT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resources.
- The designated SRE co-ordinator will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- All teachers are involved in the school's SRE provision. Some teach SRE through the PSHE programme and some through science and other curriculum areas. All teachers play a important pastoral role by offering support to pupils.
- Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.
- Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7.7). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.
- The school nurse plays a key role in SRE both in terms of input into lessons and provision of pastoral support for pupils. The school will work in ongoing consultation and partnership with the school nurse.
- Pupils have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

6 THE TAUGHT SRE PROGRAMME

SRE should not be delivered in isolation but should be firmly rooted within the framework of PSHE and the National Curriculum, and delivered as part of the curriculum.

6.1 Aims of the programme

The overall aims of the SRE programme are:

- To provide accurate information about, and understanding of, SRE issues.
- To dispel myths.
- To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views.

- To develop respect and care for others.
- To increase pupil's self esteem.
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

6.2 Place in the curriculum

All teachers will deliver the main SRE programme through PSHE lessons. In addition certain biological aspects are delivered through Science lessons.

6.3 Content and learning objectives

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as pupils mature.

Learning Outcomes.

*(The statements marked with an asterisk * are part of the National Curriculum requirements for Science.)*

- By the end of Key Stage One

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.

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
- The 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 Two

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect others 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 who 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 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*
- About the physical changes that take place at puberty, why they happen and how to manage them (School Nurse Year 6 'Growing Up' Talk)
- 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 different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and knowing why it 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 point of view, including their parents or carers
- Why being different can provoke bullying and why bullying 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 the community
- The need for trust and love in established relationships

6.4 Methodology and resources

- Wide ranges of teaching methods are used, that enable pupils to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial pupils are divided into single gender groups for a part of lessons or whole lessons. Occasional use of drama productions also forms part of the programme.
- Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

6.5 Answering pupils' questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

- If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

6.6 Monitoring and evaluation

The programme is regularly evaluated by the SRE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

6.7 Parental concerns and withdrawal of pupils

- Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.
- We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

7. Confidentiality and informing parents/carers

- School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Procedures in the Child Protection Policy and Confidentiality Policy must be followed when any disclosures about abuse are made.

7.1 Dealing with bullying

- Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. *(See School's Anti-Bullying Policy)* The SRE and PSHCE programmes will consider bullying and discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

Review date: January 2018

Signed.....Head Teacher

Signed..... Governor

