

# **Southern Road Primary School**

## **Sex and Relationships Education Policy**

The aim of the sex and relationships policy is to clarify the content and the manner in which sex and relationships education is delivered in school.

### **Ethos and Values**

#### **Our school aims to**

- Encourage every pupil to strive for excellence
- Create a caring, stimulating and secure environment
- Encourage a sense of community with mutual respect for all

#### **To achieve these aims we must**

- Create a stimulating and attractive environment, which supports learning
- Provide access to a broad, balanced curriculum, which offers pace, challenge, continuity and progression
- Encourage pupils in their learning through active participation, differentiated teaching, effective assessment, feedback and target setting.
- Extend pupils fully by encouraging perseverance and aiming for maximum success in all things
- Support pupils in developing a sense of right and wrong through example and a school code of conduct
- Celebrate pupils success and share it within the school and the wider community
- Ensure equality of opportunity underpins everything we do. Develop a sense of community where all pupils, parents, staff and others feel valued and respected.

### **Morals and Values**

The SRE education programme will reflect the school ethos and demonstrate and encourage the following additional values

- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- The right to accurate information about SRE issues
- An entitlement to an appropriate and balanced SRE curriculum
- Respect the rights of others

## **Rationale behind development of SRE policy and teaching of**

It is a legal requirement to provide SRE at the primary level. Since 1986 the legal responsibility for the content and delivery of individual school's sex education has rested with governors. The Education Act 1996 drew together existing legislation relating to school SRE. The National Curriculum Science Orders across all Key Stages set out the sex education elements which schools must provide for all pupils. This covers the biological aspects of sex education. However sex and relationships education should be more than solely science if it is to meet children's needs.

The DES recommends that all primary schools have 'a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born. In addition, it states that 'all children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self esteem'.

- Supporting academic achievement (ensuring children attend schools)
- Increase in Teenage Pregnancy rates
- National and local increase in STI's in young people under 26
- HIV/aids increase nationally and locally in young people
- Counter myths of children experimenting earlier
- Local climate – SRE
- What the children said
- Ethos and Values of teachers and school in general
- Support teachers and empower children
- Committed to being a healthy school.
- Every Child Matters

## **Process for creating the policy**

People involved in consultation: Newham SRE advisor who came to staff Inset, SRPS PSHCE coordinator, Head teacher, governors, pupils, parents.

Include the stages of writing the policy

- discussion with HT
- consultation with governors
- staff, pupil and parent consultation
- reviewing the previous SRE policy to update
- consultation with school nurse
- Healthy schools SRE advisory group

- Issues considered
  - content of SRE curriculum
  - methodology and teaching styles

- location within the curriculum
- moral and values framework
- delivery of SRE including use of visitors
- confidentiality
- withdrawal of pupils
- sensitive issues
- including pupils with Special Educational Needs
- how SRE relates and interlinks with other school policies
- Child Protection
- Specific incidents relating to protection of pupils
- Link SRE with the 'Relationships' topic from the SEAL.( Social and Emotional Aspects of Learning)

### **Aims of the SRE programme**

Southern Road Primary School believes that all pupils should have access to a broad and balanced SRE curriculum that develops knowledge, skills and understanding as a foundation for future personal, social, moral, spiritual and emotional development. The school believes in working alongside parents and the community as partners to support this process.

The following aims compliment those presented in the science curriculum, (Key Stage 1 – 1b, 2a, 2f, 4a, Key Stage 2 – 1a, 2f).

- To have the confidence and self esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships and developing the decision making skills to support this
- To be able to provide children with a foundation of basic physical, emotional and social information about themselves and others
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To prepare children for the emotional and physical changes ahead of them
- To reduce prejudice and stereotyping
- To support parents and developing their confidence in their roles as sex and relationship educators in the home
- To support teachers and develop their confidence in delivering SRE
- To be able to recognise unsafe situations and be able to protect themselves and develop the skills to ask for help and support and know when they should do this
- To understand the role the media plays in forming attitudes
- To keep themselves safe from unwanted or abusive attention
- To provide them with the language and the confidence to discuss matters around sex and relationships with trusted adults
- To understand how safe routines can reduce the spread of viruses including HIV

## **Organisation of Southern Road Primary School Sex and Relationships Education**

### **Coordination**

The PHSCE coordinator coordinates sex education.

### **Who teaches SRE**

All members of staff are committed to delivering the SRE programme.  
External Visitors such as specialists from our local Health Promotion Service and theatre companies who provide Theatre-in-Education.  
The School Nurse

### **Where SRE is taught**

Through the National Science Curriculum  
Through PSHE lessons  
Through assemblies

### **Content of sex education**

|            |  |
|------------|--|
| Reception: | Relationships (SEAL)   |
| Year 1:    | Relationships (SEAL)   |
| Year 2:    | Similarities and Differences between boys and girls.<br>Stereotypes.<br>Differences between male and female.<br>Male and female body parts.<br>Relationships (SEAL)  |
| Year 3:    | Relationships (SEAL)   |
| Year 4:    | Relationships (SEAL)   |
| Year 5:    | Physical changes that happen during puberty.<br>Emotional changes that happen during puberty.<br>Hygiene during puberty.<br>How to seek help and support during puberty.<br>Menstruation and wet dreams.<br>Relationships (SEAL) |
| Year 6:    | Body changes during puberty in preparation for reproduction  |

Different relationships.  
Conception and pregnancy.  
Relationships (SEAL)

### **How SRE is taught**

Learning methods, which involve and encourage children's full participation, will be used as much as possible. These methods will as much as possible embrace the school's commitment to teaching using visual, auditory and kinaesthetic means. It will also embrace the school's differentiation by multiple intelligences, ability, skills as well as differentiation by outcome.

- In class
- Single gender groups will be used as deemed appropriate and relevant.
- Presentations from relevant external agencies and health professionals
- Through circle time
- Assemblies

### **Resources**

The range of materials used is reflective of the pupils in the school and the communities in which they live. The resources will be culturally appropriate and be age appropriate. The range of resources will be available for review on request to the coordinator. Materials used will be available to parents on request and as part of parent curriculum meetings

### **Training and Support**

Ongoing training and support is offered when and where appropriate. All teachers are able to request this support informally from the PSHCE co-ordinator.

### **Specific Issues Statements**

All the issues highlighted in this section will be addressed while ensuring pupils are referred to the values of their communities and to discuss the issues with their parents and families if they are able. Southern Road Primary recognises that full parental involvement in their child's education is key to pupil improvements and achievement. To this end it is believed that:

'The prime responsibility for bringing up children rest with parents. Schools should therefore recognise that parents are key figures in helping their children to cope with the emotion and physical aspects of growing up and in preparing them for the challenges and responsibilities of which sexual maturity brings. The teaching offered by schools should be complimentary and supportive to the role of parents, and should have regard to parents' views about its content and presentation.' *DfES circular 5/94*

Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals,

for example SHiNE, the young people's sexual health service based within Newham NHS Primary Care Trust.

## **Sexuality and Sexual Orientation**

The school upholds positive beliefs about diversity and wants to ensure pupils are not bullied or discriminated against. Also young people need to know that they will come into contact with a diverse group of people in their lives through work, leisure, family and friends.

Young people, whatever their developing sexuality, need to feel that SRE is relevant to them, and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation. Teachers can be assured that they can discuss this subject within the classroom. Government guidance is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

There should be no direct promotion of sexual orientation.

Homophobia should be challenged wherever and whenever it arises in schools. Homophobic bullying should be dealt with as unacceptable just like other forms of bullying such as racial or because of a pupil's appearance because of the emotional distress and harm caused. ***Social Inclusion: Pupil Support Circular 10 /99***

Section 28 of the Local Government Act (1988) has been repealed and did not refer to schools anyway.

## **Puberty**

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, as well as those and for the opposite one.

## **Menstruation**

Our SRE programme prepares girls for menstruation. Boys as well as girls will need to understand menstruation. At teachers discretion, classes can be divided into single sex groups for these lessons in order to help pupils feel less inhibited about expressing themselves.

Schools should also make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection *DfES SRE Guidance 2000*.

Therefore Southern Road Primary ensures girls know who they can go to for sanitary protection in the school. Girls know that this will be treated confidentially.

## **Masturbation**

Young people need to be given accurate medical information and be able to discuss the different religious beliefs around this topic. Teachers need to ensure they are comfortable discussing this subject so as to be careful not to give incorrect information. Teachers cannot inform young people that masturbation is harmful. It is taught about along with nocturnal emissions, which is a natural process for the majority of boys.

## **Conception**

'How a baby is conceived and born' are both covered within the school's SRE and is taught at Key Stage 2.

## **Contraception**

Pupils need to be made aware of contraception long before they might need to use it and it should be addressed in a way that is appropriate to each pupil's age, experience and level of understanding.

We do not cover it in great detail but refer to it when talking about how a baby is conceived.

## **Transmitted Infections (STIs), including HIV/AIDS**

Teaching about HIV / AIDS and STIs includes:

- Helping pupils clarify their knowledge of HIV/AIDS and STIs
- Teaching them assertiveness skills for negotiating relationships
- Enabling them to become effective users of services that help prevent / treat STIs and HIV

To reinforce these points the **DfES SRE Guidance 2000** states that the key messages for sexual health professionals and teachers should be:

- Information and knowledge about HIV/AIDS is vital
- Pupils need to understand what is risky behaviour and what is not
- SRE should inform young people about condom use and safer sex in general
- Young people need skills to enable them to avoid being pressured into unwanted or unprotected sex (this should link with issues of peer pressure and other risk taking behaviour such as drugs and alcohol)
- Young people need factual information about safer sex and skills to enable them to negotiate safer sex

## **Answering difficult questions**

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Southern Road Primary school believes that individual teachers must use their skill and discretion in these situations and refer to the Head teacher if they are concerned.

Teachers should not feel that they have to give an answer if they are not sure or do not want to for any reason but must do what they can to ensure pupils have access to the relevant information, if appropriate

If outside visitors are being used to deliver elements of SRE it may be possible to consult with them to answer these questions by getting the pupils to write down questions for the visitors.

## **Confidentiality and Child Protection**

The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when **ground rules** are being established at the beginning of the sessions.

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, though it cannot be promised to the students. If this person believes that a child is at risk or in danger, she/he is to talk to the Head teacher.

The child concerned will be informed that confidentiality is being breached and provided with the reasons why. The child will be supported by the teacher throughout this process.

## **SRE for young people and children with learning difficulties**

The school believes that children with learning difficulties should have equal access to the SRE program. Advice is taken from the school nurse, the local sexual health providers and the speech and language therapy service.

## **Equal Opportunities**

Southern Road Primary School strives to ensure equality of opportunity underpins everything we do. Develop a sense of community where all pupils, parents, staff and others feel valued and respected.

All resources and teaching methods will be checked before use against the following equal opportunities criteria;

- Is it consistent with the school's agreed policy, aims and objectives on equal opportunities?
- Does it avoid racism, sexism and other forms of stereotyping?

- Does it conform to the legal standards for sex education?
- Is it appropriate for the needs of the pupils in terms of language and images used?
- Does it patronize or respect the pupils?
- Can the resources be accessed by pupils with Special Educational Needs?
- Is it factually correct?
- Do the parents/carers of the pupils being taught sex education have access to information material that is accessible in all community languages

## **Faith and Cultural Perspectives in SRE**

The school believes that all young people from all faiths and cultures in the school have an entitlement to SRE that can support them on their journey through childhood to adolescence and adulthood. SRE should be sensitive to the range of different faiths in the school.

When appropriate certain aspects of the SRE programme may be delivered in single sex groups. This is because the school recognises that in the content of sex education some topics are best taught in single sex groups where pupils can feel less inhibited about expressing themselves.

The school will take account of religious festivals and celebrations to ensure as many pupils as possible can access the SRE programme.

## **Working with the whole community**

### **Parents and Carers**

The school is committed to working with parents. Parents are informed when SRE is being delivered. They are permitted to review teacher resources and can do so by approaching the PSCHE co-ordinator. (*see appendix 1*)

### **Withdrawal from the SRE programme**

Under the Education Act 1993 parents can withdraw pupils from the part of the sex education that is outside the compulsory elements contained in the science National Curriculum.

Although parents have the right to withdraw their child we would hope that by giving parents full opportunity to learn about the planning and content of the school's programme, both formally and informally, that children will not be withdrawn. If parents still wish to withdraw their child they need to apply in writing to the Head Teacher. This may be followed by an interview in which he will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed (again in writing).

## **Governors**

Governors will be notified when the policy is updated. The policy will be brought before the governing body for approval.

## **Evaluation and Assessment**

The policy will next be reviewed using a consultative process, which identifies teachers', pupils' and parents' feedback on the sex education programme.

Teachers are required to keep their own evaluations of the units, which will be analysed and, when appropriate, used by the PSHCE co-ordinator to improve the teaching of SRE.

Elements of sex education in the science curriculum will be assessed formally by the Science Co-ordinator.

## **Use of support agencies**

The school appreciates the input that visitors can contribute to the SRE programme. There are various people who can resource and support school based sex education. In Newham these people may include SHiNE, SPARK, Teenage Health Project, Connexions, as well as parents, the school nurse, religious or other health professionals. A visitor can:

- Offer specialised knowledge, experience and resources
- Make the topic less embarrassing because the visitor is a 'safe stranger'
- Form a link to the community and make local services more accessible
- Add variety to the curriculum
- Give support to teachers

Most agencies will have a policy for working in schools and the PSCHE coordinator will meet to ensure the following:

- Any contributions by visitors are consistent with the governments overall policy,
- Consistent with statutory requirements
- Are aware of the school SRE policy specifically the Specific Issues content of the policy
- Role of visitor when delivering the session
- Role of teacher when visitor is delivering a workshop

Loco parentis remains with the teacher when an outside visitor is leading a class and it is important that the teacher and the visitor have agreed roles and responsibilities so that they do not undermine each other.

## **Dissemination of the Policy**

Copies of this policy will be kept in the year group policy boxes. Copies are also available for loan from the School Office on request.

**Appendix 1**

18/11/11

Dear Parents / Carers,

SRE (Sex and Relationships Education) is part of our Personal, Social and Health Education curriculum in the Spring Term. We follow the programme recommended by the National Curriculum and Local Authority. We are aware that many parents are concerned about the teaching of certain aspects of SRE and we are holding three meetings after half-term to explain what happens in three key year groups. The dates are as follows:

|                                  |  |
|----------------------------------|--|
| Aspects in the Year 2 Curriculum | Thursday 1 <sup>st</sup> December at 9.15 a.m. |
| Aspects in the Year 5 Curriculum | Thursday 1 <sup>st</sup> December at 2.15 p.m. |
| Aspects in the Year 6 Curriculum | Friday 2 <sup>nd</sup> December at 9.15 a.m.   |

Although these meetings are aimed at the Parents / Carers of the children in those particular year groups, any Parent / Carer is welcome to attend.

In order that we can make arrangements for rooms etc next week, I would be grateful if you would return the slip below if you intend to attend.

Yours sincerely

S. A. Lachowycz

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I / We will be attending on

Thursday 1<sup>st</sup> December at 9.15 a.m.

Thursday 1<sup>st</sup> December at 2.15 a.m.

Friday 2<sup>nd</sup> December at 9.15 a.m.

Child's Name \_\_\_\_\_ Class \_\_\_\_\_

