

SCHOOL POLICY FOR Sex and relationship education

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Introduction-

We have based our school's sex education policy on the DfEE guidance (ref DfEE 0116/2000). We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. This is part of the integrated curriculum of the school. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the consideration of the personal, social and emotional development of the child (see PSHE policy) and the general life of the school (Discipline policy, Equal Opportunities), relationships with one another, including staff and parents, socialisation, values and attitudes. It should be provided for all children including those with physical, emotional or learning difficulties)

Ofsted 2002 recommendations have informed our policy and practice, in particular

.'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others

Our policy and practice is based upon national guidance, good practice guidelines and consistent with Shropshire Council recommendations. This policy is cross referenced and consistent with other policies such as Discipline, Child Protection, Anti Bullying, Equal Opportunities and PSHE.

Organisation

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible a Teaching Assistant or other member of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups may well be used based on learning and developmental need. The school nurse will be asked to support by offering question and answer sessions where possible.

In PSHE we teach pupils about relationships and encourage children to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We teach pupils about relationships, and we encourage children to discuss issues. We use the correct biological terms for body parts and their functions. We encourage children to ask for help, providing reassurance that change is part of life's cycle. In year 6 there is a greater emphasis on the changes that occur due to puberty and the understanding of body parts and these are taught through the Shropshire RSE Transition Project as part of the Shropshire Respect Yourself scheme of work.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping ourselves and our bodies healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. We also teach some aspects of RSE through other subject areas (e.g. science, P.E. RS). In addition from the academic year 2015 we will deliver the Respect Yourself, Eat Better, Move More RSE programme. This provides a comprehensive spiral curriculum on RSE from year 1 to 6. For the overview see school website. From years 1 to 5 there will be 3 core areas covered under the headings Choices and challenges, changes, care and commitment.

This meets the quality standards for good practice from the PSHE association and was a finalist in 2015 Pamela Sheridan Awards.

Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

Our Scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and

functions

- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Raise awareness of sources of help, support and advice
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- To develop skills in personal relationships e.g. communication, assertiveness, decision making.
- To promote equal opportunities for all.

Home/School Partnership

Children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

Confidentiality

Teachers conduct sex 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 a 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 headteacher. The headteacher will then deal with the matter in accordance with the Child Protection Policy.

Role of Head teacher

It is the responsibility of the head to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support
- external agencies adhere to the Shropshire County visitors guidance

Monitoring and review

The Curriculum Committee of the governing body monitors our sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every three years.

Key website: www.teachersnet.gov.uk/pshe

[www.wired for health.gov.uk](http://www.wiredforhealth.gov.uk)

Sex Education Forum (www.ncb.org.uk/sef)

Scheme of work outline

Year 1-5 autumn term '13 - Shropshire Respect Yourself, Eat Better, Move More, Relationship and Sex Education Pilot

Living and Growing

Year 6 The year 6 will be taught separately.

The Transition Project cross phase materials which form part of Shropshire Respect Yourself scheme of work will be used in conjunction with SENSE DVD KS2

Resources

Living and Growing 1-5 will be used in combination with KS1 & KS2 SENSE DVD

Story books