

Whimple Primary School

Sex Education and Relationships Policy.

1. Context

Whimple Primary School is a community primary school for girls and boys aged 4-11. In each year there are a few children identified with special educational needs. The school covers a rural residential area and also has pupils who travel in from other local villages and towns. The school has an active PTA, which involves itself mostly in fund-raising and supporting the teachers.

2. Policy formation and consultation process

The Head teacher, Science co-ordinator teachers and Governors Teaching and Learning sub-committee have formed the policy.

The following issues were considered:

- Aims of the Sex and Relationships Education programme
- The moral and values framework
- The content of the Sex and Relationships Education programme
- The delivery of the programme
- Teaching and learning styles
- The use of visitors to enhance the programme
- Child Protection
- The withdrawal of children
- The monitoring and review of the programme

This policy takes full account of the school's legal obligations and the latest DfES guidance. It has also been written in line with the 'Every Child Matters' agenda with its five key outcomes of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Our school wishes to ensure all children are valued, that we build strong relationships with parents/carers and the wider community; and that we have robust and sensible policies and procedures in place to protect all children, and support those in specific need.

3. Aims of the Sex and Relationships Education programme

Sex and Relationships Education in this school will be developmental and relate to the age and needs of the children.

The term Sex and Relationships Education 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.

Attitudes and Values

- learning to care about other people and being sensitive towards their needs and views;
- learning the importance of values, and individual conscience and moral considerations;
- accepting the differences between people and learning not to exploit them;
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;
- learning the importance and responsibilities of the family unit for all its members;
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships;
- learning to take responsibility for one's actions in all situations;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

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;
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe and relaxed, and where they have confidence and trust in the knowledge, ability and skills of their teachers.

4. Morals and values framework and ethos of the school statement

The Sex and Relationships Education programme will reflect the school's overarching aims and supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

Other school policies which have relevance to Sex and Relationships

Education include:

Behaviour

E-safety

Anti-Bullying

Child Protection

Looked After Children (LAC)

Confidentiality

Equal Opportunities

Special Educational Needs

Teaching and Learning

Drugs Education

Healthy Eating

Health and Safety

5. Equal Opportunities Statement.

Safeguarding is prioritised over equality in all sections of this part of the policy and staff will follow school procedures should they have any concerns.

This school is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

The needs of boys as well as girls

Girls tend to have greater access to Sex and Relationships Education than boys, both through the media (particularly magazines) and the home. 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.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The school will consult children 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. Female genital mutilation is abusive and not acceptable in any ethnic or cultural community.

Varying home backgrounds

We recognise that our children 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.

Sexuality

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special Educational Needs

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

6. Curriculum content

The DfES recommends that all primary schools have a Sex and Relationships 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 (as set out in KS1 & 2 of the Science NC). In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem. Our Sex and Relationships Education programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

Topics and themes will be revisited each year taking account of the children's development and needs. Planning will be supported by using the 'Every Child Matters Framework' which provides a structured curriculum programme based on children's needs and addresses all five outcomes of the Every Child Matters Agenda. Health for life a highly regarded PSHE publication and the Living and Growing materials produced by Channel 4 education.

At this school Sex and Relationships Education is delivered within a whole school approach which includes:

Discrete curriculum time

Teaching Sex and Relationships Education through and in other subjects/curriculum areas, e.g. RE

Teaching elements of the Sex and Relationships Education curriculum through the statutory Science KS1 and KS2 curriculum

Through planned visits from parents/carers, and younger and older siblings

Occasionally through assembly time

Through pastoral care and guidance, including circle time and story time

Consideration will also be given to appropriate teaching methods [i.e. small group, whole class]. Single sex groups will be used to deliver parts of the programme as and when appropriate.

7. Organisation

The Head teacher will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme.

Children will receive up to one hour per week of timetabled PSHE and Citizenship curriculum, together with other PSHE and Citizenship activities and events as detailed above. This will include the Sex and Relationships Education strand of the programme.

At this school our annual budget for the support of PSHE and Citizenship (which includes Sex and Relationships Education) is detailed in the School Improvement Plan. Our resources are kept centrally in the staffroom and in the classes where the topics are covered and are available for parents/carers to view if requested.

A range of teaching strategies will be utilised to provide the breadth of effective learning opportunities outlined in the framework for all children.

These include:

- active learning,
- enquiry and discussion exercises which involve the children's full participation.

The needs of the children are reflected in the planned programme, drawing on the children's own experiences and existing knowledge through the use of:

- the 'draw and write' technique
- end of year questionnaires
- discussion forums
- circle time
- suggestion/question boxes in classrooms
- visitors and visits

The Sex and Relationships Education curriculum is cross-phased and is linked to our local Devon Community secondary school Sex and Relationships Education programme of study. Transition phase curriculum is addressed through yearly meetings between staff at both schools; and good practice is shared.

At present all members of staff are committed to delivering the Sex and Relationships Education programme, and will be supported by a regular inservice training programme.

Non-teaching staff may be involved in a supportive role in some Sex and Relationships Education lessons and also play an important, informal pastoral support role with children. They will have access to information about the Sex and Relationships Education programme and are fully supported in their pastoral role.

The programme is also supported by a range of outside organisations and visitors who enhance the delivery of the programme and provide relevant and specialist information.

8. Specific issues

Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships Education. Ground rules are established in every class in

order to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- Children will be encouraged to use the correct names for body parts as is appropriate for their age.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Coordinator concerned.

Safeguarding

Children occasionally make personal disclosures, either in class or to individual teachers. The school policy about safeguarding provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Safeguarding procedures must be followed when any disclosures are made and in the case of any allegations against staff the Local Area Designated Officer (LADO) must be informed.

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery.

At this school all organisations and visitors who visit to provide curriculum support, are issued with the following code of conduct:

- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- All visitors will be police checked prior to contact with any children.
- See the LEA guidance on the use of External Organisations for more details.

Legal obligations

As a maintained primary school in England and Wales, Whimple Primary School has a legal responsibility to provide a Sex and Relationships Education programme. The school also has a responsibility to keep an up to date written statement of the policy adopted and this must be available to parents/carers.

Parents/Carers Right to Withdraw their Child

This school is committed to working with parents/carers. Parents/carers have a right to withdraw their children from Sex and Relationships Education lessons which fall outside those aspects covered in the compulsory National Curriculum Science programme of study.

Parents/carers wishing to exercise this right are asked to contact the head teacher who will explore their concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the child, and the possible negative experiences or feelings that the child might encounter and how these

can be minimised. Once a child has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

Provision for pubertal children

Sanitary disposal units are located in the KS2 girl's toilet. Girls requiring sanitary protection should go to the school office.

HIV/AIDS policy

The school follows the procedure outlined by the County Council to support children or staff affected by HIV/Aids.

The nature of support available to children

The school takes its role in the promotion of children wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

9. Assessment, recording and reporting

Assessment

Assessment for PSHE (including Sex and Relationships Education) will be carried out in a variety of ways including:

- children's reflection
- teachers' reflection

This will also be linked into key aspects such as bullying incidents, attendance and behaviour. The PSHE co-ordinator will monitor the impact of the programme annually with reference to the defined learning outcomes and children's responses.

Any relevant comments from recent OfSTED inspections, Devon Healthy Schools Award accreditation, or other evaluations completed will also be included in the evaluation and review process. An annual report will be made by the PSHE co-ordinator to the governing body and a summary will be included in the School Profile report to parents/carers.

Recording and Reporting

The children's achievements will be reported 3 times a year to parents/carers via the individual school report.

10. Dissemination of the Policy

All staff members and governors will receive or have access to a copy of this policy. A copy of the policy will also be available on the school web-site.

11. Monitoring and Evaluation of the Policy

The PSHE co-ordinator, in conjunction with the named governor will be responsible for the monitoring and evaluation of this policy.

Any relevant comments from recent OfSTED inspections, healthy schools status, or other evaluations completed will also be included in the evaluation and review process.

12. Date for review of the policy

This policy was adopted by governors in 2016

This policy will be reviewed in January 2018.