



PARK GROVE PRIMARY ACADEMY

POLICY



Sex & Relationships Education

AIM

Sex and Relationships Education (SRE) should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfES, SRE Guidance 2000).

OBJECTIVES

The main objectives of our Sex and Relationships Education are to:

- Enable each pupil to develop confidence and self esteem.
- Provide accurate information and correct any misunderstandings.
- Enable pupils to explore their own and others feelings, views, attitudes and values towards Sex and Relationships Education.
- Encourage young people to understand human sexuality and to respect themselves and others.
- Understand the nature and importance of marriage for family life and bringing up children but also that there are strong and mutually supportive relationships outside marriage.

STATUTORY CONTEXT

This policy reflects national aims and priorities including DfE 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance, SRE OFSTED section 10 of schools inspection act 1996 and the provision of the Education Reform Act 1988. Part 6 of the Education Act 2002

GENERAL CONTEXT

Roles and Responsibilities

Governors

As part of their general responsibilities for management of the school the governors have played a key role in the development of the schools policy for SRE. They will continue their involvement through regular evaluation of it.

Senior Leadership Team

The Senior Leadership Team takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, the LA and appropriate outside agencies.

Parents

Parents are encouraged to support the schools SRE programme and have access to this policy. The schools plays its part in ensuring that parents are kept up to date in developments in SRE including the content and organisation of the SRE programme. Parents have the right to withdraw children from the programme and should be informed of the procedure for making complaints.

Parents are informed through curriculum maps what is going to be taught in the updated SRE programme of study. They are encouraged to talk with staff, governors, and their children and make any comments, suggestions or offer advice or expertise.

Pupils

Pupils have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support.

All Staff

All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Any staff involved in delivering SRE have opportunities for relevant training.

Any changes in the teaching programme, scheme of work or delivery of SRE will be discussed with all staff and ongoing advice and training sought where appropriate.

MORAL VALUES FRAMEWORK

As a school Park Grove believes that:

- All pupils have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others.
- Sex and Relationship Education should be delivered in the context of family life.
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Sex and Relationship Education is a whole school issue.

Pupils will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports pupils' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible SRE is relevant and necessary for our pupils.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

SRE is supported by the schools wider curriculum for personal, social and health education.

The National Curriculum states that pupils should be taught to: -

Year One

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year Two

Notice that animals, including humans, have offspring which grows into adults.

Year Five

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

PSHE & Citizenship

At Key stage 1 and 2 pupils should be able to develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to name parts of the body and describe how their bodies work including being able to protect themselves and asking for help and support. At Key stage 2 pupils should be prepared for puberty.

Teaching Programme, Strategies and Resources

Sex and Relationship Education is delivered by class teachers in whole class or group situations, using a variety of teaching and learning strategies to encompass the broad aims of the PSHE curriculum. In year 6 this is supported by sessions delivered by the school nurse and drug awareness workshops.

It is also taught within other curriculum areas e.g. Science, RE, National Health Events.

Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground rules in line with the school's confidentiality policy. If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any such disclosure should be reported to the Head Teacher.

Teaching programmes reflect the pupil's knowledge and understanding of Sex and Relationship issues by implementing a baseline implementation technique.

Resources

All resources for SRE are kept in the staff room. Any resources purchased will be done so after careful consideration and evaluation of the materials in line with national guidelines and the aims of this policy.

Answering difficult questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

Confidentiality

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee pupils unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the headteacher of any disclosures unless the head teacher has specifically requested them to do so. Teachers follow the set procedure if a child under the age of 16 is having or contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

Child Abuse and Protection Procedures

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the Head Teacher and/or the designated Child Protection person. Consultations and/or referrals will be carried out in accordance with guidance given on the CYC 'Child Protection Procedures.

Use of Visitors

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Sex and Relationship Education Policy. It is the schools responsibility to ensure that all visitors are made aware of the schools SRE Policy.

Provision from School Nurses

In addition to lessons, school nurses also deliver aspects:

- ~ about the physical and emotional changes that take place during adolescence and
- ~ about the human reproductive system, including the menstrual cycle and fertilisation.

MONITORING AND EVALUATION

This policy will be reviewed every 3 years by the Head Teacher and Governors. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors.

LINKED POLICIES

Equalities

Child Protection

Safeguarding

DATE: FEBRUARY 2016

NEXT REVIEW: FEBRUARY 2019