

NORFOLK COMMUNITY PRIMARY SCHOOL

Sex & Relationship Education Policy

September 2007

Introduction

At Norfolk Community Primary School we believe that effective SRE is essential to enable children to make informed decisions about their lives.

SRE aims to provide children with the confidence to manage physical and emotional changes and prepare them for the opportunities, responsibilities and experiences of life.

The SRE programme is integrated into the PSHE curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

Sex and relationship education has three main elements:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills:

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships. e.g. friendships, bullying, building of self-esteem, communication, assertiveness.
- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

Knowledge and understanding:

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- To be aware of sources of adult help and support.
- The SRE Policy has dear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Inclusion Policy
 - Special Educational Needs Policy
 - Drugs Education Policy
 - PSHE & Citizenship Policy
 - Behaviour Policy

Aims

Within the context of the above we aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

We aim to promote health education through our participation in the National Healthy School Standard scheme. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.
- develop our children's confidence in talking, listening, and thinking about feelings and relationships.
- support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

Process of Policy Development and Consultation

This policy is descriptive of current practice in our school in both Sex and Relationship Education (SRE). It has been developed through a full consultation process with staff, parents and governors. This descriptive document was circulated to all relevant parties and a working party discussed developments and improvements of this policy. At this stage members of a wider community were involved in the process, school nurse and members of community and religious groups. Reference has been made to the following documents:

- Sex and Relationship Guidance, DEE July 2000
- Sex and relationships, Ofsted HM1433, 2002

SRE provision

We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our PSHE & Citizenship curriculum, we also teach some sex education through other subject areas e.g. Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The following parts of the National Curriculum Science Programme of Study for Attainment Target 2 'Life Processes and Living Things are delivered through those four themes:

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans and other animals.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity.

Teaching Methods and Resources

Active learning methods which involve children's full participation are used SRE takes place within normal classroom provision of mixed-sex classes and in single gender groups as deemed appropriate and relevant, with the children's usual class teacher. Should a teacher be absent it would not be undertaken by a short term supply teacher:

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- class discussion;
- group discussion;
- circle time;
- reflection time.

All teachers are committed to delivering the SRE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Nursery onwards only the correct names for body parts will be used -breast, penis, vagina, bottom}
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Headteacher.
- If a question or comment raises a Child Protection concern the Headteacher should be informed so that child Protection procedures can be followed.
- Resources used in school include: Living and Growing; Rollercoaster; various age-appropriate reference books

Evaluation and Monitoring

Elements of Sex education in the Science curriculum will be evaluated and monitored as part of the PSHE Co-ordinator's rolling programme.

Staff are asked to keep their own personal evaluation of each SRE lesson which will be analysed by the PSUE Co-ordinator:

Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice through, for example, newsletters, school prospectus, etc;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents to be involved in developing the school policy and making modifications to it as necessary;

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, if a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils

irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood. We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

Pastoral support for pupils (Answering difficult questions)

All members of staff are approachable to discuss sex and relationship issues with the children. Sometimes children will ask explicit or difficult questions in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations and refer to the co-ordinator or senior team if they are concerned.

However, if a child makes a reference to being involved, or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of child protection. The *Headteacher (CPO)* will then deal with the matter in accordance with Child Protection procedures.

Dissemination of policy

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and the Governors Steering Group. Further copies of the policy are available in the PSHE Co-ordinator's File and in the Headteachers' filing cabinet such distribution ensures the accessibility of the document to visitors, for example supply teachers, support staff and parents. Extra copies are available from the PSHE Co-ordinator:

Review

This policy has been agreed by Staff and Governors of Norfolk Community Primary School and will be reviewed every 2 years by them following Local Education Authority consultation or to meet new legislation.

Sex & Relationships Education Co-ordinator