



Sex and Relationship Education Policy

School Statement

Sex and Relationships Education (SRE) explores the physical, emotional and social development of a child into adult life. At Halton School we want our children to have the factual knowledge to understand the changes that they will experience and to feel confident and responsible enough to deal with them. It is essential that this is not done in isolation and that children develop good interpersonal skills including respect for themselves and others.

Legal Status of SRE

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt. This policy takes full account of the school's legal obligations and the DfES guidance 'Sex and Relationship Education Guidance' (DfES 2000).

Parents have a right to withdraw their children from sex education lessons, which fall outside those aspects covered in National Curriculum Science. Parents of children in Years 5 and 6 will be notified of the timing of the sex education lessons to provide them the opportunity to follow up classroom discussions with their own child or to exercise their legal right to withdraw their child.

Responsibilities

The head teacher will:

- ensure that all staff and parents are informed about this SRE policy
- ensure that the policy is implemented effectively
- ensure that staff are given sufficient training so that they can teach effectively about sex and relationships and handle any difficult issues with sensitivity
- liaise with external agencies regarding the school SRE programme
- review the policy on a regular basis and report to governors, when requested, on the effectiveness of the policy

The governing body will:

- accept responsibility for SRE education through the Curriculum Committee
- support the head teacher in following these guidelines on sex and relationships education
- inform and consult with parents about the Sex and Relationships Education Policy

Working with parents

Halton School seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the policy and content of lessons which will be made available at annual meetings prior to SRE teaching.

Members of the school's Healthy School's task force will also be consulted on the SRE policy.

We wish to build a positive and supporting relationship with the parents of our pupils, through mutual understanding, trust and cooperation. To promote this objective we will:

- inform parents about the school's SRE policy
- invite parents of Year 5/6 to attend a sex education information meeting before the subject is covered
- answer any questions parents may have about the sex and relationships education their child receives in school

- encourage parents to engage in dialogue about the importance of effective SRE but respect their right to withdraw pupils from sex education
- take seriously any issue which parents raise with teachers or governors about this policy
- encourage parents to be involved in reviewing the school policy

Aims and Objectives

The school aims to present facts in an objective, balanced and sensitive manner, set within the framework of values and the PSHE Policy of the school. Pupils are encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood. The school recognises that there are different kinds of 'family units'. Our emphasis will be on the importance of stable, caring and loving relationships.

"Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity". (DfES 'Sex and Relationship Guidance' 2000).

Organisation of Sex Education

When a child reaches Year 5/6, SRE is taught as part of Science and PHSE. In Years R-4 pupils learn about the reproduction of animals, other living creatures and plants. They receive a general preparation for relationships. Individual pupils' questions regarding sexual matters will be answered at an appropriate level to their age and maturity.

SRE in Year 5/6 is based on knowledge of the reproductive system as a part of science, which also covers other body systems. The input is the responsibility of the Science coordinator, the Year 5/6 teacher and the school nurse, under the overall responsibility of the head teacher.

The school incorporates SRE into a programme of health education which also teaches about healthy eating, the importance of exercise, hygiene and first aid. Questions are invited from the pupils either directly during the lessons, or indirectly by the use of a question box if the child wishes to remain anonymous.

Should the class teacher be absent, the Sex and Relationship education would not be undertaken by a short-term supply teacher.

Scheme of Work for SRE

For years 1-6, the scheme of work is based around the Science Curriculum and DfE guidance. For Reception, SRE is taught loosely through the Foundation Stage scheme of work, within the area of Personal, Social and Emotional Development.

Reception

- begin to develop an awareness of the needs of others e.g. taking turns and sharing fairly
- take care of personal needs
- begin to understand that there needs to be an agreed code of behaviour
- show care and concern for self and others
- form stable relationships with adults and peers in spontaneous and planned groups
- understand that they are part of a community e.g. their family

Year 1 & 2

- understand the concept of male and female and that animals, including humans, reproduce
- learn that humans develop at different rates, that human babies have special needs, and that babies grow into children and then into adults
- learn and name the external parts of the body (this need not include the reproductive organs)
- understand that there are similarities and differences between themselves and other children
- begin to understand that individuals have rights over their own bodies and that there are differences between good and bad touches
- begin to develop simple skills and practices which help maintain personal safety

Years 5/6

- begin to learn about, and have some understanding of, the physical, emotional and social changes which take place at puberty and when they are likely to occur
- learn about the basic biology of human reproduction, and develop an understanding of some of the skills necessary for parenting
- learn about the human reproductive system, including the menstrual cycle, fertilisation and how the foetus develops in the uterus

Girls will be given advice, separately, on coping with menstruation. It would not be appropriate to plan lessons dealing with sexually transmitted diseases, contraception etc for children at this age. However, children should be given answers to their questions at an appropriate level if they should occur.

Confidentiality/ Sensitive Issues

There will be occasions when teachers need to exercise their discretion and judgment about how to deal with particularly explicit issues raised by an individual pupil. It is unlikely to be appropriate to deal with such issues in class. Teachers will normally discuss the child's concerns with the parents to decide how they would like the matter handled. In situations where the teacher has reason to believe that a child may be distressed or in danger, it may be appropriate for the teacher to speak to the child (with another teacher present) before consulting with parents. This should only happen after consultation with the Head teacher. The school cannot offer or guarantee confidentiality and teachers will follow the school's child protection procedures. It is essential that all adults involved in SRE are aware of the school's Child Protection Policy. The designated person for Child protection is Su Scrimshaw.

Recording

The children in Year 5/6 may record the bodily changes associated with the onset of adolescence on a diagram. Sex and Relationships Education is primarily an opportunity for the children to discuss their fears or any misinformation in a relaxed, non-threatening environment.

Opportunities for active learning may arise through quizzes, CDs, discussion and use of appropriate guest speakers.

Resources

Resources used in Y5/6 are obtained via the school nurse service and from Health Promotion. Resources such as posters, diagrams, booklets and the DVD 'Living and Growing' are based in Year 5/6. The P.S.H.E coordinator has copies of all national and county SRE related information and guidance documents.

Equal Opportunities

The school is committed to a policy of equal opportunities for all pupils. Sex and Relationships Education and PHSE is an entitlement for all pupils regardless of their own beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind.

Monitoring and Evaluation

This policy will be evaluated and updated as necessary by the PSHE Coordinator and the relevant staff team. The coordinator will monitor this subject area through lesson observation and discussion. The views of the teachers will also be used to make changes and improvements to the programme on an ongoing basis. Termly plans should be evaluated by the coordinator to ensure progression and continuity, as well as quality in teaching and learning.

Governors should monitor SRE teaching through reports to the Curriculum Committee and through review of the SRE policy. The curriculum committee takes into serious consideration any representation from parents about the SRE programme, and comments will be recorded.

Members of staff responsible:

Head teacher and Leader of learning

Date of policy: May 2016

Review date: May 2017

Date: