

Fowey Primary School



Sex and Relationships Education Policy

Date: March 2011
Review Date: March 2013

Rationale

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Fowey Primary School have overseen the production and development of an SRE policy which will be made available to parents and have decided to deliver an SRE programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that SRE in the primary school can make to government health targets around the reduction of teenage pregnancies and Sexually Transmitted Infections. SRE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

At Fowey Primary we believe that SRE should be firmly rooted in our Personal, Social and Health Education (PSHE) framework and our objective is to work with parents and carers to support and help young people through their physical, emotional and moral development. We aim to teach SRE through three main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

In Cornwall County the rates of teenage pregnancy are relatively high. There are some support services for young people in the local community however, we still must do all we can to support the health and well-being of children within the school.

Policy Formulation

This SRE policy has been developed using a whole school approach in line with the requirements of the National Healthy Schools' Programme. Consultation has taken place with representatives from all members of the school community.

The policy will be reviewed on a bi-annual basis. This review will be led by the Well Being Co-ordinator and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; new resources becoming available; requirements of the maintenance of our Healthy Schools' Plus status; and pupil needs.

Roles and Responsibilities

The name of the Well Being Co-ordinator is Paul Trudgeon

He has the following responsibilities:

- To lead the bi-annual review of the SRE policy
- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements (Learning and Skills Act 2000)
- To lead on the evaluation of the SRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE

The Curriculum subcommittee of governors have the following responsibilities:

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection
- To ensure that the SRE policy and curriculum are in line with the DfEE SRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

Links to other relevant policies

The SRE policy links to the following school policies:

- Single Equality
- Behaviour
- PSHE
- Confidentiality/Child Protection/Safeguarding
- E-Safety
- Drugs Education
- Special Educational Needs

Aim and Objectives

Aim:

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships

Objectives:

- To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them
- To provide factual information on human reproduction and birth
- To encourage respect for difference and diversity
- To prepare young people for the physical and emotional changes associated with puberty
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance
- To ensure that all young people know who can support them and how to access this support

- To work in partnership with, and support the role of, parents
- To model positive relationships throughout the school
- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences
- To promote, and encourage children to make, healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts throughout the school

Moral and Values Framework

We work closely with a range of support agencies and parents and visitors from the community are warmly welcomed. Children's views are actively sought and we have a School Council with representatives from all age groups. The school is committed to the Healthy Schools initiative and SRE is seen as an integral part of our curriculum.

Our learning environment and ethos is inclusive and supportive and displays and celebrates achievement in all areas.

Through the SRE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, Fowey Primary aims to promote and foster the school's agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals will be celebrated,
- The diversity of families and relationships will be accepted and respected
- Love, commitment, trust, loyalty, respect are important for close relationships

Equal Opportunities

Fowey Primary encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (See also Single Equality Policy)

The needs of children are addressed through appropriate Teaching and Learning styles and the use of appropriate resources i.e. Nudity is portrayed in cartoon form in posters and videos to allow for different ethnic, religious and cultural beliefs. Children are presented with bright and positive images and a variety of role models.

Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

At Fowey Primary we recognise that children at the school come from a range of family backgrounds, these include: children whose parents are married; children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the SRE curriculum and resources.

Working with Parents and Carers

We recognise that parents are key partners in our delivery of a comprehensive SRE programme for pupils at the school. The SRE we deliver is designed to support the important role of parents in this area.

When a child starts at the school the parent/carer is notified that the full version of the SRE policy is available to parents on request from the school office. Before a unit of work on SRE begins we will inform parents via our Topic Web outlining the content of the unit. Parents are welcome to view any resources to be used by asking their child's teacher. A brief outline of the SRE policy is also contained within the school prospectus.

If parents have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher. Legally parents have the right to withdraw their children from SRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver SRE at home.

The school has purchased a number of books covering sex and relationships issues, including story books, which parents are able to borrow should they wish to update their own knowledge or use them to follow up the work that is taking place within the school.

SRE Curriculum

Planning

In planning the SRE programme we have used learning outcomes suggested by Ofsted in their report on SRE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also consulted the manual 'Laying the Foundations' SRE in primary schools and given due regard to the SRE guidance issued by the DfEE in 2000. Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

Content

SRE will be delivered to all pupils in the school at an appropriate level through the following themes:

- Male and female/body parts, reproduction and birth
- Growing and changing
- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to
- Friends
- Families of all kinds
- Choices and consequences
- Gender stereotypes (KS1)/Gender and sexuality (KS2)

Note: KS1 does not cover birth in theme 1

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. The words we will use include: penis, vagina, testicles, breasts, nipples. This language is reflected in the resources used to deliver SRE. Children will be introduced to some of this terminology in Key Stage 1.

Scheme of Work

KS1

Lesson theme	At the end of this lesson children will:
Male and female	<ul style="list-style-type: none"> • Be able to name the main external parts of the body • Understand the differences between male and female, learn the agreed names of the sexual parts • Understand that all babies, human and animal, have mothers and fathers.
Growing and changing	<ul style="list-style-type: none"> • Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.
Similarities and differences	<ul style="list-style-type: none"> • Recognise similarities and differences between themselves and others • Learn that their actions have an impact on other people • Be able to identify ways in which they are special.
Feelings	<ul style="list-style-type: none"> • Be able to recognise, name and deal with their feelings in a positive way • Be able to share their feelings with others and realise that others have similar feelings • Be able to think about themselves and recognise what they are good at.
Keeping safe	<ul style="list-style-type: none"> • Be able to recognise safe and unsafe situations • Be able to recognise the physical signs of feeling unsafe • Know some basic rules for keeping themselves safe.
Keeping yourself clean and healthy	<ul style="list-style-type: none"> • Know and understand basic rules for keeping clean and healthy • Understand that they have some control over the choices they make about looking after their body.
Someone to talk to	<ul style="list-style-type: none"> • Be able to identify and talk with someone they trust.
Friends	<ul style="list-style-type: none"> • Be able to make a friend, talk with them and share feelings • Understand how their feelings and actions have an impact on other people.
Families of all kinds	<ul style="list-style-type: none"> • Know and understand why families are special for caring and sharing • Understand how their feelings and actions have an impact on other people.
Choices and consequences	<ul style="list-style-type: none"> • Be aware that their feelings and actions have an impact on others • Understand that they have some control over their actions.
Gender stereotypes	<ul style="list-style-type: none"> • Recall the physical differences between boys and girls • Be able to think about other 'differences' between girls and boys and where these (stereotypes) come from • Begin to question whether children have to conform to gender stereotypes.

KS2

Lesson theme	At the end of this lesson children will:
Male and female	<ul style="list-style-type: none"> • Be able to identify parts of the reproductive system in males and females and describe their functions • Have considered appropriate terminology for use in different contexts.
Reproduction and birth	<ul style="list-style-type: none"> • Know and understand about the process of reproduction and birth as part of the human life cycle • Understand what babies need in order to be happy and healthy • Understand the demands of looking after a baby • Think about how they can help care for babies and young children they know.
Growing and changing:puberty	<ul style="list-style-type: none"> • Know and understand about the physical changes that take place at puberty • Recognise and understand changing emotions as they grown up.
Similarities and differences	<ul style="list-style-type: none"> • Be able to respect other people's viewpoints and beliefs • Be able to see things from other people's viewpoints • Have considered why being different can provoke bullying and why this is unacceptable • Be able to express opinions for example about relationships and bullying.
Feelings	<ul style="list-style-type: none"> • Recognise changing emotions with friends and family and be able to express their feelings positively • Be self-confident in a range of situations • Recognise their own worth and identify positive things about themselves • Be able to balance the stresses of life in order to promote their own mental health and well-being and that of others.
Keeping safe	<ul style="list-style-type: none"> • Know and understand about keeping themselves safe when involved with risky activities • Recognise the pressure of unwanted physical contact and know ways of resisting it • Understand when it is appropriate to take a risk and when to say no and seek help.
Keeping yourself clean and healthy	<ul style="list-style-type: none"> • Know and understand that you have to take extra care with personal hygiene during puberty • Know and understand that safe routines can stop the spread of viruses, e.g. influenza and HIV (preparatory work for KS3 - i.e. a description of what HIV/AIDS is and how it can be transmitted).
Someone to talk to	<ul style="list-style-type: none"> • Be able to listen to and support others • Be able to identify adults they can trust and who they can ask for help • Be able to listen to and support their friends • Know where individuals, families and groups can get help.
Friends	<ul style="list-style-type: none"> • Be able to express opinions, for example about relationships and bullying • Be self-confident in a wide range of situations, such as seeking new friends • Manage friendship problems • Understand about the different forms of bullying and the feelings of both bullies and victims.
Families of all kinds	<ul style="list-style-type: none"> • Be able to recognise their changing emotions towards their families • Be able to see things from other people's viewpoints, for example their parents' and carers' • Know and understand about the many relationships in which they are all involved • Have considered the need for trust and love in established relationships • Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, second marriages, fostering, extended families, same sex parents, and three or more generations living together • Have considered how separation and loss affect people in the family.
Choices and consequences	<ul style="list-style-type: none"> • Be able to form opinions which they can articulate to a variety of audiences • Be able to discuss moral questions • Know and understand that their actions have consequences and be able to anticipate the results of them • Understand and be able to resist peer and media pressure.
Gender and sexuality	<ul style="list-style-type: none"> • Be able to recognise and challenge gender stereotypes • Have considered why being different can provoke bullying and why this is unacceptable • Understand how the media impact on forming attitudes.

Delivery

The formal SRE programme will be delivered in each year group through the weekly PSHE sessions. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. There will also be opportunities for more informal SRE through assemblies, circle-time and story-telling. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the school setting.

We recognise that SRE sessions require the use of a range of practical and interactive teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SRE at Fowey Primary include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Extension activities will be provided for pupils who need these.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SRE will be delivered in the main by class teachers, with support from the school nurse and relevant outside speakers. For the puberty sessions in Yrs 5 and 6 we will endeavour to ensure that male pupils have access to an appropriate male member of staff who can give information and answer questions and likewise a female member of staff for female pupils.

When necessary, outside agencies are asked to support staff and children e.g. the school nurse provides resources and expertise. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. We consult with pupils on whether they prefer this information to be taught in single gender or mixed gender groups. There may be occasions where groups of children, particularly those with additional learning needs, are taught SRE in smaller groups or individually in order to maximise their learning. They may also have additional support from a learning support assistant.

Group Agreements for PSHE are negotiated in each class at the beginning of a year. The Group Agreement aims to ensure that all children feel safe to contribute to sessions and are aware of the boundaries in terms of confidentiality and child protection. The class teacher will use the Group Agreement throughout the year in order to remind children about how they have agreed to contribute and behave.

Resources

Resources are chosen by the Well Being Co-ordinator who ensures that they reflect the needs of children within the school. The Well Being Co-ordinator consults national and local guidance on appropriate SRE resources and then judges their suitability for use with our children.

We are currently using the following resources to support our delivery of SRE:

- Channel 4 Living and Growing Videos Units 1, 2 and 3
- Lesson plans within Laying the Foundations - NCB
- QCA Units of work

We will remain flexible in our choice of resources and may select others to suit the needs of particular individuals/groups. Teachers will adapt resources to fully address the needs of all children within their class.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/ren
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated class group agreement
- Every effort would be made to withdraw a child sensitively if questions arise that parents have requested withdrawal from
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to the school nurse.
- In all PSHE/SRE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.

Use of Outside Visitors

Puberty sessions in Yrs 5 and 6 will be co-delivered by the class teacher and school nurse (depending on availability). The school nurse will also run a separate session with girls in these year groups on the practical issues around menstruation, ie. sanitary protection methods, how to dispose of waste, etc.

All outside contributors will be required to work in line with the School's Safeguarding/ Visitors and Volunteers Policy.

Absences

Because the school's SRE provision puts an emphasis on re-visiting themes over a number of sessions, it is unlikely that a child will fall behind significantly if they miss one lesson. In the event of a child being absent for a longer time period we will provide opportunities for the child to 'catch-up' with any missed SRE sessions. It is planned that the school nurse or a teaching assistant will support the child in this instance.

Staff Training

Staff training on SRE is co-ordinated by the Well Being Co-ordinator. Future training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Head Teacher. There may also be occasions where training needs are identified through our process of lesson observation. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via the regular staff meeting.

Monitoring and Evaluation

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development. This will be carried out in line with guidance issued by the QCA on Assessment in PSHE in 2006.

Parents will be informed of their child's progress in PSHE/SRE through the annual report.

Celebration of achievement

The aspects of SRE covered by the Science programme of study are assessed using the school's monitoring methods which include formal assessment, teacher assessments and some self assessment by the children. Records are passed to the next teacher and to the next school on transition.

Weekly Celebration Assemblies celebrate the achievements of all children including those achievements relating to relationships with each other i.e. being a good friend, etc.

All staff are encouraged to praise children's good behaviour and can issue Golden Treasure Coins, stickers, points and which result in certificates handed out in assemblies (in line with our Behaviour Plan).

Safeguarding Children, Confidentiality and Child Protection

All staff members at Fowey Primary have a duty to safeguard the well-being of children.

At Fowey Primary we recognise that the open discussion associated with PSHE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school's Child Protection Co-ordinator. The Child Protection Co-ordinator will then work in line with the relevant school policies in terms of any further action that may be taken.

We use group agreements within PSHE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances (in line with our Child Protection Policy).

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy.

Provision for young women's menstruation needs

Some female pupils may begin menstruation before the main puberty sessions in Yrs 5 and 6. We therefore feel it is appropriate to inform pupils about menstruation from Year 4 upwards. This will be done in an age-appropriate fashion and without causing alarm. We recommend that parents also talk to their female children about menstruation, the school nurse is able to supply you with information and support.

Sanitary disposal units are available in the female KS2 toilets. All female pupils from Year 4 upwards and their parents are informed that sanitary protection and spare underwear can be obtained from the class teacher in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies, however parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy.

Information for Staff and Pupils on local support services

It is hoped that pupils will feel able to approach parents, staff, or the school nurse with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage pupils to discuss issues with parents.

Through the comprehensive PSHE curriculum pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

All staff within the school are able to signpost children to age-appropriate support agencies, and are kept updated on local services by the Well Being Co-ordinator via staff meetings.

Dissemination

Each teacher has a copy of the SRE policy in their classroom. A centrally held policy folder also contains a copy. Copies are also available on our Website and in paper on request from the school office. Staff are encouraged to consult school policies on a regular basis and to consider them to be working documents. All staff were briefed on the final version of the SRE policy at a staff meeting.

The Well Being Co-ordinator has provided the whole Governing Body on the main points of the policy and this will be repeated if/when changes are made to the policy. Governors are able to access school policies via the school office/Website.

A brief statement regarding the SRE policy is contained in the school prospectus. All parents receive a quick read version of the policy when their children enter the school. Parents are able to access the full SRE policy on request from the school office or on our Website.

Documents Referenced in this Policy

The following documents were referenced during the development of this policy:

Sex and Relationships Education Guidance DfES 0116/2000

Sex and Relationships Education, Guidance for Cornwall primary, secondary and special schools (Healthy Schools)

National Curriculum Science orders and PSHE Framework

Learning and Skills Act 2000

Ofsted Report on SRE 2002

Laying the Foundations - SRE in primary schools - NCB, 2006

Policy adopted on:

Date: 30th March 2011

Signature of Headteacher: Chris Wathern

Signature of Chair of Governors: Julie Thurman

Review date: March 2012