

CROCKHAM HILL CE PRIMARY SCHOOL POLICY FOR SEX AND RELATIONSHIP EDUCATION

The School Context

Crockham Hill is a small school community teaching girls and boys between the ages of 4 and 11. Pupils are from predominantly White British, Christian families and living with married parents. Some pupils live with one parent only or within an unmarried partnership. Children generally benefit from being nurtured in a way that allows them to fully enjoy their childhood and thus to have a relatively 'sheltered' outlook on matters such as sex and relationships. The school aims to respond to this in the development of its outlook and programme for sex and relationship education.

How the policy is developed

The policy is developed through consultation with parents, pupils, governors and the school nurse taking into account National guidance such as 'Sex and Education Guidance' and 'The National Healthy School Standard' (DoH AND DfES) as well as reports by OfSTED on identified good practice in schools.

Stakeholders are involved in the following ways:

- Parents of pupils in year 6 are invited to attend a briefing annually on the planned programme of activities and events as well as to view materials to be used with their children. Parents are asked to share their views and the year 6 teacher and Headteacher address any concerns at the time. The programme is adjusted as necessary.
- Year 6 pupils are asked to share their existing knowledge and their questions or concerns confidentially through a 'post box' in class and these annual responses inform the programme for that year and following years.
- The pupils, parents and staff in Year 6 will be invited to provide feedback following the programme annually. This feedback is considered and discussed with the Headteacher. Any changes required will be presented to the Teaching and Learning Team of the Governing Body for consideration.
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- The Governing Body has delegated responsibility for the development and review of the policy for sex and relationship education to the Teaching and Learning Team of the Governing Body. This team reports to the full Governing Body. A Parent Governor will always be involved in the review of this policy.

In drawing up the school's policy due regard has been given to:

- Consultation with a variety of groups as above
- Issues of content, organisation, methodology, resources, use of outside agencies and the explicitness and presentation of their material (including the presence and intervention of teachers as appropriate).
- Encouraging pupils to have a regard for moral considerations and to appreciate the value of a stable family life.
- Issues related to Inclusion, Equal Opportunities, Race Equality, Child Protection, Health and Safety and children with Special Educational Needs.
- The place of sex and relationship education within the overall programme provided by the school for Personal, Social, Health and Citizenship Education (PSHE)

Definition:

In our school we believe that sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. We consider this inappropriate teaching. (SRE Guidance, DfEE 0116/2000)

Aims:

The school sees its Sex and Relationship Education programme as part of this lifelong learning process in partnership with other parties, in particular with parents. The School's aim is to provide a broad and balanced Sex Education programme which:

- Offers full entitlement and access for all including pupils with Special Needs and/or disabilities
- Reflects the moral values of a Church School and the school's mission statement
- Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.
- Fosters self-esteem, self-awareness and a sense of moral responsibility.
- Allows exploration of moral and sexual issues and values in a way that endows pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, e.g. An understanding that both sexes have responsibilities in sexual matters;
- Allows parents to feel involved in and informed about the school's SRE programme
- Gives pupils knowledge and understanding of the following in order for them to make informed choices in later life:

The physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.

Family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.

- Gives pupils an elementary understanding of human reproduction and encourages them to approach Sex Education in a sensitive way.
- Develops the skills to identify, resist and report any unwanted sexual experience.

Content of the Sex and Relationship Education Programme

SRE is taught through a developmental scheme of work to all children across the school and links to other aspects of PSHE (Personal, Social and Health Education) to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. PSHE throughout the school is supported by the use of the SEAL (Social and Emotional Aspects of Learning) Programme. We also teach some SRE through other subjects (e.g. Science and P.E.) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships

The programme has three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

The content of the programme is delivered in a progressive way through the school's P.S.H.E. curriculum as pupils proceed through the school. Topics will be repeated in a developmental programme to enable pupils to build on prior learning and to meet learning at age appropriate levels. In Year 6 there is a major focus on SRE as part of a planned P.S.H.E. programme that forms part of the transition process in to secondary education.

During their time in the school the programme will focus on the following elements:

Attitudes and Learning

- Learn about the value of family life, marriage and stable and loving relationships for the nurture of children;
- learn the value of respect, love and care;
- explore, consider and understand some moral dilemmas; and
- develop critical thinking as part of decision-making.

Personal and Social Skills

- learn to manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- learn to make choices based on an understanding of difference and with an absence of prejudice;
- develop an appreciation of the consequences of choices made;
- manage conflict; and
- learn how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- learn and understand physical development at appropriate stages;
- understand human sexuality, reproduction, sexual health, emotions and relationships;
- learn the reasons for delaying sexual activity and the benefits to be gained from such delay; and
- avoid unplanned pregnancy.

The Organisation of SRE

The Headteacher has overall responsibility for co-ordinating SRE in Year 6. The Headteacher works closely with the P.S.H.E. subject leader and Year 6 teacher as part of this role.

SRE in Year 6 is delivered in a variety of ways. This includes:

- the use of P.S.H.E. and Science lessons
- the use of circle time
- the use of videos
- the use the School Nurse.

SRE will always be taught by the class teacher as we believe that most of the Sex Education Programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors such as the school nurse, can greatly enhance the quality of the provision as long as she is used in addition to and not instead of a planned programme of sex education. It is not usual for other visitors to be used as part of the programme but if that is the case they are used in accordance with the guidelines in appendix A.

Informing and Involving Parents:

Taking in the views and participation of parents is vital for the most effective sex education. The School organises a separate evening every year for parents of pupils in Year 6 when the SRE programme is discussed and the relevant resources viewed. In a limited number of cases parents borrow videos to watch at home - this may be for review purposes or simply to watch and discuss them with their child. Parents are fully informed and encouraged to enhance that part of the SRE Programme provided by the School by having discussions at home.

All parents have the right to see materials and resources that will be used in school.

Withdrawing pupils from the Sex Education programme:

A statement regarding SRE is made available to parents in the School prospectus together with details about the parent's right to withdraw their child from the non-biological aspects of sex education. Parents will always be provided with a full copy of this policy following a request to do so. The biological content of the SRE Programme is deemed to be that described in the National Curriculum.

Parents/carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not those elements taught through Science). Parents/carers who wish to withdraw their children from this aspect of SRE should discuss this with the headteacher.

N.B. Parents do not have to give reasons for withdrawal, but we invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

What we do if a parent makes a request for withdrawal:

We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them;

We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the SRE Programme and the entitlement of the other pupils, e.g. the governors, parents and staff have agreed that it is appropriate and desirable to have single sex classes for some sections of the SRE Programme;

We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education;

We point out that pupils who have been withdrawn can be seen as 'different' we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme;

We also point out that pupils may receive inaccurate information from their peers;

We offer the parents access to appropriate information and resources.

N.B. If the pupil does not agree with the parents desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Offering Advice:

The Governors and staff believe that the School's function is to provide a general education about sexual matters and issues and not to offer individual advice.

Teachers cannot:

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education;

Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class. In practice this means that the teacher will make this clear before any discussions take place. If asked an explicit question by a pupil a teacher will ask that child to talk about it with their parent. The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it.

Confidentiality:

Having considered all available advice and guidance the Governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the Headteacher in compliance with the LEA procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities. There being no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them. The parents will be informed unless the Designated Child Protection Co-ordinator (DCPC) or Headteacher considers that to do so puts the child's safety at risk.

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

Teachers should not promise confidentiality. Teachers must indicate clearly to pupils that the content of a conversation cannot be kept confidential - the pupil can then decide whether to proceed or not. N.B. Failure of staff to adhere to this statement may constitute grounds for disciplinary action.

Pupils must be made aware that any incident may be conveyed to the Headteacher and possibly to parents if the DCPC or Headteacher considers this suitable.

Equal Opportunities Issues and Special Needs:

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the SRE Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (with Special Educational Needs (SEN) or not) will some day become sexually active. The school will liaise closely with the parents of pupils with SEN.

Staff training

The school will access training provided by Kent County Council and ensure that, at a minimum, the current Year 6 teacher is fully trained. All teachers and teaching staff receive annual refresher training on Child Protection issues and issues related to SRE will be linked to this.

Review

This policy will be reviewed annually in the light of evaluations by parents, pupils and staff and any changes in legislation.

Policy in place from January 2006

Last review June 2012

This review June 2013

To be reviewed annually

APPENDIX A

The use of visiting speakers

Care is taken to provide the visitor with a copy of the Sex Education policy well in advance of the visit. After gaining approval from the Headteacher for the visit the organiser makes the visitor aware of the ethos of the School and the manner of delivery of the Sex Education Programme. The class teacher will oversee the following:

- The degree of explicitness of the content and presentation;
- Arrangements to ensure that the visitor is supervised by the class teacher
- Preparing the visitor for the visit
- Establishing how the visit be built upon and followed up.

Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

In order to inform the visitor of the precise requirements of a group it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.

The School Office should be informed of the date and name of the visitor.

The visitor should be welcomed at the main door and escorted to the office.

At the office the visitor will 'sign in', prominently display a 'Visitors Badge' and will then be escorted to the appropriate venue. After the visit the visitor will 'sign out', return the 'Visitors Badge' and will then be escorted to the exit.

APPENDIX B

The programme material (DVD and teacher resource booklets) used by our school is as follows:

Channel 4 'All About Us. Living and Growing.' **Primary Sex and Relationship Education Programme for 5 – 11 year olds.**

Unit 1 3 programmes – Differences, How Did I Get Here?, Growing Up

Unit 2 3 programmes – Changes, How Babies Are Made, How Babies Are Born.

Unit 3 3 programmes – Girl Talk, Boy Talk, Let's Talk About Sex

This review: June 2013
Next review: June 2014

