

Calverton Primary School



Sex and Relationships Education Policy

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School context

Calverton Primary School is a 2FE community school organised in single year groups with parallel classes; there is a 39 place Nursery offering two part-time sessions per day.

- The school has special provision for children on the far end of the Autistic Spectrum
- We operate an extended day provision and are currently working to improve this
- We are a very inclusive school with a very diverse population. We are proud of the ethos shared by staff, governors, learners, parents/carers
- The mixed ability and cultural diversity of the school makes it a challenging yet dynamic and interesting place to teach and learn. Two thirds of the school population come from ethnic groups other than White British
- The school is in a residential urban area situated near a park and a city farm. Data indicates high levels of social deprivation with many learners from lower socio-economic backgrounds.
- The percentage of learners known to be eligible for free school meals is 30.1%, much higher than the national average
- The number of EAL pupils has increased by 10% over the last year and is now 53.1%
- 19.6% of learners are identified as having SEN.
- There are currently no looked- after children
- The school uses the borough's on-entry profile which indicates pupils come in well below the national average; this was noted in our last Ofsted inspection.

Policy formation

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationships Education Guidance' (DFES 2000). It has been written in line with the 'Every Child Matters' agenda with its five key outcomes of:

- 1 Being healthy
- 2 Staying safe
- 3 Enjoying and achieving
- 4 Making a positive contribution
- 5 Achieving economic well-being

Our school wishes to ensure all children are valued, that we build strong relationships with parents/carers and the wider community; and that we have robust and sensible policies and procedures in place to protect all children, and support those in specific need.

Definition of SRE

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development.' The guidance states, 'It is about understanding the importance of

marriage for 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, this would be inappropriate teaching.

Aims of the Sex and Relationships Education Programme

The PSHE and Citizenship curriculum will:

- Provide children with knowledge
- Develop skills
- Explore attitudes and values

Sex and Relationships Education (SRE) in this school will be developmental and relate to the age and needs of the children.

Other school policies that have relevance

Behaviour

Anti-Bullying

Child Protection

Equal Opportunities

Special Educational Needs

Morals and Values Framework

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for individuals and human rights
- Responsibility for their own action
- Responsibility for their own family, friends, school and wider community
- The value of life
- Freedom from exploitation
- Acceptance of minority groups without exploitation

Equal opportunities

It is intended that the school's SRE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non judgmental environment in which to learn. Therefore no child or family will be discriminated on grounds of race, gender, health, ability or sexuality.

The policy and content will comply with LEA and government guidance.

Faith and Cultural Perspectives in SRE

The school believes that all young people from all faiths and cultures in the school have an entitlement to SRE that can support them on their journey through childhood to adolescence and adulthood. SRE should be sensitive to the range of different faiths in the school.

The school will ensure wide consultation with parents and the wider community when

developing its Schemes of work and the resources it uses.

When appropriate certain aspects of the SRE programme may be delivered in single sex groups.

Aims and objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sex abuse, and what they should do if they are worried about any sexual matters.

The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach about sex;
- 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 programme that we can devise.

Organisation

We teach about SRE through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. The topics which are covered by the science curriculum are statutory. We use various ways of teaching SRE such as circle time, assemblies, small group lessons, single sex groups and whole class.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

In science lessons, in both key stages, teachers inform children about puberty and

how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, [including puberty] in greater depth.

SRE is taught, through PSHE, in year 5 at the beginning of the Summer term, consisting of six weekly lessons. SRE is taught in year 6 at the beginning of the last term.

Guidelines for teaching discreet SRE

It is important that both staff and children feel safe and comfortable during SRE lessons, therefore circle time rules will be used

Additional rules include:

no personal questions of each other or staff

some teachers may choose to just use a question box rather than a question and answer session. This will be made clear to children from the start.

Staff will answer questions about SRE in a simple and honest way.

Questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework

- Question boxes will be used within SRE lessons
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout school
- It is inappropriate for the teachers and children to answer personal questions
- Staff are encouraged to answer all questions but will use their professional judgment to decide whether an appropriate response should be given in a whole class situation or referred to home or head teacher.
- In support of our equal opportunities policy staff will challenge discrimination and stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.

Resources

We will be using the QCA guidelines given to specific year groups.[see attached]

To support our teaching we will use the SEAL project and the LCP files.

Specific issues

Provision for Pubertal Pupils

Supplies of sanitary protection will be available in the office; there is also a dispenser in the ladies toilets. Children will be able to speak to any member of staff they feel comfortable with to access supplies. All male teachers refer to a female member of staff. A sanitary disposal unit is available in the ladies toilets.

SRE for children with learning difficulties

The school believes that children with learning difficulties should have equal access to the SRE program. Advice is taken from school nurses the local sexual health providers and the speech and language therapy service. The content of the SRE program for pupils with learning difficulties is divided into:

- Body parts
- Gender
- Feelings
- Relationships

Active methods of group work are used. These methods use a variety of ways of communicating and are not only verbal. They include circle work, matching and sequencing pictures, storytelling, drama and mime.

The role of parents

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

- inform parents about the school's sex education policy and practice;
 - 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 about the arrangements for sex education in the school;
 - inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- * Invite parents to view sex education materials at after school meetings.
- We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
 - 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 head teacher, 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.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in

sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and behaviour).

The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. A visitor can:

- * Bring a new perspective to a subject
- * Offer specialised knowledge, experience and resources
- * Make the topic less embarrassing because the visitor is a 'safe stranger'
- * Form a link to the community and make local services more accessible
- * Add variety to the curriculum
- * Give support to teachers

When working with external agencies the school will consult the *Healthy Schools Team* if agencies are previously unknown to the school. Most agencies will have a policy for working with schools and the school SRE coordinator will meet with an agency representative to ensure the following:

- * Any contributions by visitors are consistent with the governments overall policy
- * Consistent with statutory requirements
- * Are aware of the school sex and relationships policy
- * Role of visitor when delivering the session
- * Role of teacher when visitor is delivering a workshop

Loco parentis remains with the teacher when an outside visitor is leading a class and it is important that the teacher and visitor have agreed roles and responsibilities so that they

do not undermine each other.

Assessment, recording and reporting

Assessment for PHSE (including Sex and Relationships Education) will be carried out in a variety of ways including :

- Children's reflection
- Teacher's reflection

This will also be linked into key aspects such as bullying incidents, attendance and behaviour.

Dissemination of the policy

All staff members and governors will receive a copy of this policy. A copy will be available on the school website.

Policy agreed by staff:

Policy agreed by governors:

Policy to be reviewed: