



WHINNEY BANKS PRIMARY SCHOOL

Sex and relationships Education Policy

This policy reflects national and local aims and priorities including 'Sex and Relationship Education Guidance' (DFES 2000), 'Sex and Relationships – Guide to Good Practice' (Ofsted 2002), 'Review of Sex and Relationship Education in Schools' (Steering Group 2008) and 'Time for Change? Personal, Social and Health Education' (Ofsted 2007).

Other documentation considered in the production of this policy:

- Teenage Pregnancy Strategy (1999).
- Every Child Matters – Change for Children (2004).
- The Healthy School Standard.

Links to Other Policies

Because of the nature of Sex and Relationship Education (SRE) there are several policies that impact upon the curriculum content. These are:

- PSHEe;
- Equal Opportunities;
- Child Protection;
- Confidentiality;
- Behaviour;
- Anti Bullying;
- Science programmes of study;
- Drugs Education.

Policy Review

The coordinator, together with the Head Teacher, has a general responsibility for the review of this policy and supporting other members of staff in the implementation of it. The PSHEe Coordinator will provide a lead in the dissemination of information relating to SRE. They are responsible for identifying and providing good quality resources and in-service training.

The PSHEe Coordinator is Mr. Grimes.

Context

The Office for National Statistics data show that Middlesbrough has a much higher than national average of pregnancies in 12-17 year olds with 66.7 per 1000 and is the second highest in the North of England. The national average is 40.7. Detailed data is not available for our local area but as Whinney Banks Primary School is set in an area of high social deprivation these statistics are significant to our learners.

Research demonstrates that good, comprehensive SRE 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.

Philosophy

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It plays a vital role in helping our learners to respect themselves, understand their own and others emotions, appreciate the consequences of choices made and to learn how to recognise and avoid exploitation and abuse.

SRE is lifelong learning about

- physical, moral and emotional development;
- the importance of family life, marriage, stable and loving relationships, respect, love and care;
- puberty and sexual health;
- the development of self esteem and confidence,;
- gender differences, health issues and personal hygiene.

We give a high priority to the quality of relationships within our school and intrinsic to this is the shared and consistent approach to the fostering of a positive self-image, both physical and emotional, in our children.

We recognise that we are one component of the children's education and that family, community and social groups also contribute to children's understanding of themselves and others. We acknowledge the diversity of family groups in which the children live and that gender, sexuality, class, ethnicity, culture, age, religion and ability will all have a bearing upon the children's understanding in this area.

We aim to ensure that children have an age appropriate programme of SRE which is tailored to their physical and emotional development stages. The aim of these programmes of study is also to ensure the best preparation possible for the changes that our learners are soon to undertake.

The learning and teaching of SRE will always be firmly cemented in the wider context of positive relationships.

Role and Responsibilities

Governors

As part of their general responsibilities for the management of the school, the governors have supported the development of the policy and will continue to evaluate it.

Head Teacher

The Head Teacher plays a key role in monitoring the implementation of the policy and in liaising with the Governing Body, Parents, the LA and outside agencies such as ESWs, Child Protection Officers and Social Services.

Coordinator

The PHSEe coordinator will support all staff in the implementation of the policy. It is appreciated that some staff may feel less comfortable with this area of the curriculum and as a result all staff will be supported with appropriate training and support. If preferred, the PSHEe coordinator will deliver the curriculum alongside the class teacher.

All Staff

All staff are aware of the school's approach to SRE and are responsible for the consistent delivery of its aims and objectives. This includes consistent reinforcement of school rules and behaviour management strategies which underpin our school ethos.

Pupils

Pupils in Whinney Banks Primary are expected to adhere to the moral framework of the school. This means that they are expected to show respect for themselves and others, to be honest and tolerant in their understanding of others, particularly in instances when others may not follow the same way of life.

Child Protection

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Parental Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of SRE.

The elements which are required by the National Curriculum Science Order are an exception to this right.

Aims

We recognise that SRE doesn't stand in isolation as a subject and that the understanding and skills that our learners develop are important in preparing them for leaving us and moving into adolescence and adulthood.

A tailored programme of SRE will provide the children with the factual knowledge and understanding for them to make informed decisions about their lives. It will also provide them with a practical toolkit for negotiating safer choices and limiting consequences.

Within our delivery of SRE we aim to:

- Develop learners who can talk and listen with confidence, and without embarrassment, about feelings, relationships and the human body;
- Provide a secure, sensitive and caring environment where learning and discussion can take place;
- Deliver a planned SRE programme set in the contexts of PSHEe and Science from Nursery to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards relationships and sexuality;
- Develop learner's skills for a healthier, safer lifestyle;
- Help learners develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Help learners to respect and care for their bodies;
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils;
- Encourage the use of correct vocabulary;
- Foster self worth and awareness, together with a sense of moral responsibility;
- Help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness;
- Develop understanding of puberty and the changes to the human body;
- Help the children understand the reproductive process in humans and animals;
- Ensure that SRE is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

Methodology

Ground rules should be well established before the teaching of SRE sessions in the Spring Term and these should be discussed at the beginning of each session to ensure children feel safe and secure.

Initial group discussion on the subject of embarrassment may be required at the introduction to units of work.

SRE lessons will utilise a range of teaching strategies including:

- Circle Time;
- Drama;
- Group discussion/Paired work/Individual reflection;
- Puppets;
- Storyboard;
- DVD/Video stimuli;
- Related visual resources/aids.

Answering Questions

It is understood that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. When responding to questions, answers will reflect the learner's developmental stage, be sensitive to the needs of the group and be delivered matter-of-fact. Answers will not be sensationalist, designed to receive an overtly emotional response or use language not appropriate to the content and context of the lesson.

Where appropriate, anonymous question boxes will be used in lessons:

- Anonymous questions will be discussed/answered with the whole group;
- Named questions will be answered individually to the questioner. (Where questions may be particularly sensitive a second adult should be present.)

Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection Officer in line with school policy.

Use of Visitors

Visitors should complement but never substitute or replace planned provision. It is the teacher's responsibility to plan the curriculum and deliver lessons. The PSHEE coordinator may support in both of these activities.

When appropriate, visitors such as the school nurse may be involved in the delivery of SRE alongside the class teacher, particularly in Key Stage 2.

Content

Different year groups will be discussing and learning about age appropriate topics that recognise the physical, emotional and social development stages that are relevant to them. These are:

Foundation Stage:

- Understanding the similarities and differences between boys and girls;
- Learning about friendship;
- Knowing that it's ok to be different - you can still be friends.

Year 1:

- Understanding the qualities needed to be a good friend;
- Recognising that a problem can be dealt with by talking.

Year 2:

- Describing feelings and recognising how these can be changed;
- Understanding good personal hygiene.

Year 3:

- Recognising negative feelings and understanding how to deal with them.
- Understanding personal safety and knowing where help can be found.

Year 4:

- Understanding the implications of decisions and the need for rules;
- Dealing with peer pressure and keeping safe.

Year 5:

- Discussing the physical and emotional changes of males and females during puberty;
- Understanding the impact of puberty and the need for good personal hygiene.

Year 6:

- Understanding how puberty changes the body in preparation for reproduction;
- Considering reproduction in the context of mutually loving and supportive relationships;
- Understanding the process of conception, pregnancy and birth.

Specific Vocabulary

The following technical vocabulary will be used during SRE and/or Science lessons as appropriate:

Penis	Testicles	Vagina
Clitoris	Breasts	Anus
Sexual Intercourse	Masturbation	Periods/Menstruation
Wet Dreams	Erection	Orgasm
Ejaculate	Sperm	Semen

Other appropriate technical vocabulary should be used if discussion dictates or children need clarification, understanding or explanation.

Planning and Monitoring

Each class teacher is required to keep a planning folder with a clearly marked section for SRE. The planning of SRE will be monitored by the PSHEe coordinator at regular intervals to ensure continuity and coverage.