

Roman Road Primary School

Policy for Sex & Relationship Education

**Policy written August 2014
Review August 2017**

Introduction.

Every Child Matters : Change for Children

Although Ever Child matters is no longer a Governmentally backed programme we continue to follow the principles and ethos of ECM. This government programme sets out to improve opportunities for all children and young people. It focuses on five outcomes and The Children Act 2004 provides the legal framework for this programme of reform.

The outcome relevant to this policy is the promotion of health and well being, through the National Healthy Schools Programme. Sex and Relationship Education is one of the strands in which schools are required to demonstrate standards in order to raise pupil achievement, reduce health inequalities and promote social inclusion.

Teenage Pregnancy Strategy

One of the specific aims of this national strategy is to reduce unwanted under-18 conception. Making sure that all young people receive a planned programme of sex and relationship education, delivered within the PSICHE framework, is the main aim of the strategy.

What is Sex & Relationship Education?

Sex and Relationship education starts at home with parents and carers and is the beginning of a lifelong process of learning about sex, sexuality, morals, emotions, relationships and sexual health.

This policy sets out the way in which we plan to teach children to acquire knowledge and understanding, personal and social skills, and to form positive beliefs, values and attitudes. This provision also includes those aspects that form part of the national curriculum programme of study for science and is set within a wider programme of PSICHE.

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

Aims of the Policy

We aim for every child :

- to have the confidence and self esteem to value themselves and others
- to understand about the range of relationships, including the importance of family for the care and support of children
- to develop confidence in talking, listening and thinking about feelings and relationships
- to be able to name the main external parts of the body and describe how their bodies work
- to be prepared for puberty
- to be able to make responsible, informed and healthy decisions about their lives, both now and in the future
- to move confidently from childhood through adolescence and into adulthood
- to understand the consequences of their actions and behave responsibly within relationships
- to be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- to understand the role the media plays in forming attitudes
- to understand human sexuality and the reasons for delaying sexual activity

Content & Organisation

The following programme of sex and relationship education has been developed in line with LA guidance. It has been trialled over the past two years, adaptations and modifications taking account of feedback received from parents, governors and teachers involved in delivering the subject.

<u>Sex & Relationship Programme</u>	
() links to Science Curriculum - Sc2 Life Processes & Living Things	
Yr	Objectives
1	To know the similarities and differences between male and female
2	To understand the importance of valuing themselves and others To have considered gender stereotypes To name the main parts of the body
3	To understand that babies grow and change To think about their life as an adult To develop ideas relating to life cycles, growth and change
4	To recognise how the body changes as they approach puberty To understand how their emotions may change as they approach puberty To explore some of the differences in relationships between friends & families
5	To understand the importance of loving, caring relationships between couples and the value of the family and relationships between it To understand the process of reproduction and the development of the baby in the womb To recognise how the body changes as puberty approaches To understand that menstruation/changes to a boy's body are a normal part of growing up
6	To understand that menstruation/changes to a boy's body are a normal part of growing up To develop an awareness of feelings associated with puberty To know the differences and purpose of the reproductive organs

Learning & Teaching Approaches

We use videos to present the topics to our pupils. The programmes we use are taken from Channel 4's *Living & Growing* series and have been specially edited for our use. This ensures that graduated, age related and appropriate material, tailored to the emotional maturity of the children, is presented to each year group.

Before adopting these videos for use, they were approved by the school's governors. Several of our governors, who were parents of Year 6 pupils, discussed and approved the school's provision relating to the transition year. In addition, our videos are presented annually to parents for viewing and comment.

Prior to commencing Sex & Relationship Education, teachers will establish ground rules for behaviour and participation with their class, to develop a sense of trust and create a supportive learning environment. For example, *No one will have to answer a personal question, or We will only use the correct names for body parts.* Teachers will set clear boundaries for what is appropriate and inappropriate in the whole-class setting.

While more formal styles will form the basis of teaching for the Science Curriculum, we will use interactive teaching approaches including story telling, discussion (one to one or in small groups), debate, group work, role play, Philosophy for Children techniques, circle games, drama, structured games, visits by theatre in education groups and action research during PSCHÉ delivery.

The usefulness of all written activities and the provision of factual information in written form will be carefully assessed and our teachers will encourage reflection to consolidate what has been learned and to form new understanding, skills and attitudes.

For most lessons boys and girls will be taught together. On some occasions single sex group work will take place (for example, for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups). On rare occasions it may be necessary to speak to a child on a one to one basis, such as when a girl experiences early onset of menstruation.

Specific Issues

Body Image

This sensitive issue permeates the whole of our programme and video resources reflecting a realistic picture of the wider community have been carefully selected. Body image is given a high profile within our PSCHE curriculum.

Class Teachers' Responsibilities

All teachers who contribute to the programme of teaching are expected to work within the school's stated aims so parents and carers, pupils and governors can be reassured that personal beliefs and attitudes will not influence the teaching of Sex & Relationship Education.

During summer term one staff meeting will be set aside for the discussion of our policy and its implications. Support will be given to teachers to ensure the programme is delivered sensitively and effectively.

In our school, teachers may choose not to lead this subject, in which case lessons will be planned and taught by the Deputy Head with the class teacher observing and supporting.

Confidentiality

We talk carefully to the children about confidentiality when we are setting up our ground rules for the sessions. Children are helped to understand that what they are being taught is for their age group and discussions with younger children are not appropriate.

However, it is also made clear that teachers cannot offer unconditional confidentiality in the event of a child making a personal disclosure within the classroom setting.

If a disclosure occurs at an inappropriate time or place, the teacher will talk individually to the pupil before the end of the school day. The child will be reassured that their best interests will be maintained. If there is

any possibility of abuse, the teacher will follow our school's child protection procedures.

In the event that a teacher is directly approached by a child who is sexually active or is contemplating sexual activity, this will also be viewed as a child protection issue.

Culture & Religion

Our Sex & Relationship teaching aims to meet the needs of the whole school community. Where elements of our curriculum conflict with specific religious teaching, this is brought to the attention of the parents concerned so that withdrawal may be considered.

Dealing with questions

School staff will always answer sex related questions in a professional manner, giving appropriate age-related information in a clear and simple fashion. Children will be encouraged to discuss their questions with parents and carers. Class teachers may also speak to parents where appropriate.

Equal Opportunities & Provision for Children with English as an Additional Language

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress.

We aim to do this by

- taking the individual needs of children into account
- using language which is appropriate to each child's ability
avoiding the negative use of written, spoken and body language

- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

Involving and Consulting Parents

We actively seek the involvement of our parents by inviting them to attend a viewing of the Sex & Relationship Education videos. Every year we hold two sessions, one during the daytime and one in the evening, when parents view all the materials which we propose to use and are free to discuss the videos, ask questions and seek the support of the school staff present.

Puberty

Research shows that 10% of girls receive no preparation for the onset of menstruation before their first period while 30% are told about their periods outside of the home environment.

In order to ensure that our children are prepared for puberty we begin to develop the idea of body changes in Year 4, in line with the LA guidance for PSHE & Citizenship. We further develop the topic in both Year 5 and Year 6 when we may use LA advisers or health professions to work alongside our teachers in the classroom. All of these sessions are planned with our visitors beforehand and will be sensitively led.

We have arrangements in place in the event that we are asked to provide sanitary protection.

Pupil Withdrawal from Sex & Relationship Education

Parents have the right to withdraw their child from all or part of the sex and relationship education provided at school except where this is taught

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in the context of the Science National Curriculum. Therefore, children who are withdrawn from PSCHÉ lessons will still receive biological information but not taught in the context of relationships. If a child is withdrawn from these sessions, parents should be aware that children may discuss the content of the lessons in the playground or it could arise spontaneously from class discussion or at any another time than in the specific lesson.

If a parent or carer wishes their child to be withdrawn, work will be provided for the child to carry out in another classroom whilst the lesson takes place.

Sexual Identity & Sexual Orientation

Our programme has been developed to ensure that the known needs of all pupils will be met so that sex and relationship education is relevant to them and sensitive to their needs. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. However, during teaching sessions, our teachers are aware that there should be no direct promotion of sexual orientation.

Special Needs

Our sex and relationship programme is designed to meet the needs of all children but we have a special duty to ensure that children with special educational needs and learning difficulties are properly included in the programme.

Some of these children will be confused about what is acceptable public behaviour while others will be more at risk of abuse and exploitation than their peers.

All of our staff will follow the programme. Teachers will plan more explicitly with teaching assistants to provide different ways to meet the needs of these children so that they are helped to develop the necessary

skills to reduce risks and learn what sorts of behaviour are, and are not, acceptable.

Review of this document

As we consult with parents annually prior to summer term teaching, this policy is subject to constant review.

Our Policy will be reviewed every three years with Governors.

This policy was agreed by the Governing Body on:

This Policy will be reviewed on:

Signature of Chair of Governors-----

