

Parkway Primary School

Sex and Relationship Education (SRE) Policy



Contents

Sex and Relationship Education (SRE) Policy.....	4
Philosophy	4
Aims	4
Objectives	4
RESPONSIBILITIES	4
1. The role of the Head teacher is to:.....	4
2. The role of the Governing body is to:.....	5
3. The role of the teacher is to:	5
4. The role of the School Health Advisor/Nurse:.....	5
5. The role of the parents/carers is to:.....	5
6. The role of the children is to:	5
Organisation & Methodology	6
Planning	6
Assessment & Record Keeping	6
Monitoring & Evaluation	6
Role of the Subject Leader	6
Equal Opportunities.....	6
SEND	6
Resources	7
Parental Involvement	7
External agencies.....	7
Confidentiality	7
Review & Implementation Dates.....	8
APPENDIX 1 TEACHING STRATEGIES FOR SEX & RELATIONSHIP EDUCATION.....	9
Establishing ground rules	9
Distancing techniques	9
Dealing with questions	9
Discussion & project learning	9
Reflection.....	9
APPENDIX 2 How can we consult with parents?	10
Governor advisor	10
Can parents withdraw their children from SRE?	10

What do we say to parents who want to withdraw their child?.....	10
If we consult with pupils what are they likely to tell us?	10
APPENDIX 3 SUGGESTED SRE LEARNING OUTCOMES FROM OFSTED	11
By the end of Key Stage 1	11
Pupils will be able to:.....	11
Pupils will know and understand:.....	11
Pupils will have considered:	12
By the end of Key Stage 2	12
Pupils will be able to:.....	12
Pupils will know and understand:.....	12
Pupils will have considered:	13
APPENDIX 4 SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES.....	14
Schools catering for students with special educational needs are expected to provide SRE .. Error! Bookmark not defined.	
Parents have the statutory right to withdraw their children from SRE	14
APPENDIX 5 ASSESSMENT	15
Assessing, recording and reporting pupils' achievement.....	15

Sex and Relationship Education (SRE) Policy

Contributes to the Every Child Matters Outcomes Every Child Matters: Change for children in schools (DfES 2004c) requires that all those working with children contribute to achieving the five national outcomes. These are: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being. This requirement underpins all work on relationships, sex and sexuality with children at the primary stages. Through the development of knowledge, skills and understanding in this area, children can develop the abilities and confidence to take increasing responsibility as they grow older for achieving these outcomes.

Philosophy

At Parkway School we believe that sex & relationship education should contribute to the spiritual, moral, social, mental & physical development of children & help to prepare them for the responsibilities & experiences of adult life.

Sex & relationship education is part of lifelong learning and we hope that with a solid foundation our children will develop the skills and confidence to enable positive discussion about sex and relationships as they get older.

Aims

We aim to ensure that all children:

- Develop confidence in talking, listening & thinking about their own bodies, feelings & relationships
- Can take care of themselves & can ask for help & support if necessary

Objectives

Through the National Curriculum for Science we ensure that children are taught:

- That humans & animals can produce offspring & these grow into adults
- To recognize similarities & differences between themselves & others & treat others with sensitivity

Through the PSHE & Citizenship curriculum we also ensure that children are taught:

- Why families & friends are special
- To identify, talk about & share feelings with others
- To be aware that their feelings & actions have an impact on others & that they have some control over these
- The basic rules for keeping safe & healthy
- To recognize safe & unsafe situations (places & people)
- To use simple rules for dealing with strangers & for resisting pressure when they feel uncomfortable or at risk

RESPONSIBILITIES

1. The role of the Head teacher is to:

- 1.1 Ensure the staff, parents and governors are informed about this SRE policy
- 1.2 Ensure that the policy is implemented effectively
- 1.3 Manage any SRE related incidents
- 1.4 Identify a named member of staff and governor with responsibility for sex & relationships education

- 1.5 Ensure that staff are given sufficient training so that they can teach effectively about sex & relationships and handle any difficult issues with sensitivity
- 1.6 Liaise with external agencies regarding the school sex & relationships programme
- 1.7 Monitor the policy on a regular basis and report to governors, when requested on the effectiveness of the policy

2. The role of the Governing body is to:

- 2.1 Designate a governor with specific responsibility for sex & relationships education
- 2.2 Establish general guidelines on sex & relationships education
- 2.3 Support the Head teacher in following these guidelines
- 2.4 Inform and consult with parents about the sex & relationships education policy.
- 2.5 Liaise with the LEA and Bexley Care Trust, so that the school's policy is in line with the best advice available.

3. The role of the teacher is to:

- 3.1 To follow and implement the Bexley PSHE scheme of work and to take note of National Curriculum/SRE guidance
- 3.2 To identify and address children's educational needs relating to the SRE policy
- 3.3 To plan, deliver and assess SRE curriculum coverage
- 3.4 To liaise with the SRE coordinator, parent/carer, health advisor/nurses and external agencies
- 3.5 Inform parents about the school's sex & relationships education policy and answer any questions parents may have about the sex & relationships education their child receives in school and be able to refer parents to the appropriate health professional if necessary
- 3.6 Take seriously any issue which parents raise with teachers or governors about this policy, or about the arrangements for sex & relationships education in the school
- 3.7 Inform parents about the best practice known with regards to sex & relationships education, so that the parents can support the key messages being given to children at school
- 3.8 To enable the children to mature with confidence and understand the changes which happen to their bodies throughout puberty

4. The role of the School Health Advisor/Nurse:

There is a named School Health Advisor/Nurse for every school in the Bexley borough whose role is:

- 4.1 To support parents, carers, school staff and children in meeting the health needs of children to enable them to access their education.
- 4.2 To support and advise school teaching staff on delivery and content of sex and relationship education as part of the Science and PSHE curriculum.
- 4.3 To assist educators to ensure parents understand the content of SRE teaching to assure parents of the necessity of its teaching in order that;
 - a. their children mature with confidence
 - b. understand the changes which happen to their bodies throughout puberty

5. The role of the parents/carers is to:

The school is well aware that the role in children's sex & relationships education lies with parents. We wish to build a positive and supportive relationship with the parents of our children through mutual understanding, trust and co-operation.

- 5.1 To enable the children to mature with confidence and understand the changes which happen to their bodies throughout puberty

6. The role of the children is to:

- 6.1 Behave in such a way as to help provide safe and open environment to facilitate discussion
- 6.2 Act with respect and sensitivity to discussions and others' questions
- 6.3 Contribute to class discussion if comfortable to do so and evaluate lessons with regard to meeting their own needs

Organisation & Methodology

At Parkway Primary School, School Sex & Relationship Education is taught through the National Curriculum for Science & is part of the school's wider curriculum for Personal, Social & Health Education (PSHE) & Citizenship. The programme is tailored to the age & physical & emotional maturity of the children.

Sex & relationship education is taught mainly in whole class groups in a variety of ways including through:

- The National Curriculum for Science
 - Links with other subjects, particularly RE & English (speaking & listening)
 - Circle time
 - Active involvement in projects & curriculum events e.g. 'Healthy Living Week' & 'Kidscape'
 - Providing opportunities for children to listen to visiting speakers & to ask relevant questions
- Information on practical strategies for teaching sex & relationship education is included in appendix 1.

Planning

In the Foundation Stage we relate the sex & relationships aspect of the children's work to the objectives set out in the Early Learning Goals for Personal, Social and Emotional Development.

Objectives are transferred into weekly planning, ensuring coverage & progression.

In Key Stage 1 & 2 planning takes account of the non-statutory guidelines for PSHE & Citizenship in the National Curriculum.

Assessment & Record Keeping

Teachers assess children's understanding & progress by making informal observations during lessons & by evaluating work produced as part of the National Curriculum.

Monitoring & Evaluation

SRE is monitored & evaluated informally through observations & staff discussions. Action for improvement is taken as appropriate.

Role of the Subject Leader

The Assistant Head Teacher has responsibility for the management of SRE & take a leading role in the organization of whole school & year group events. The subject lead ensures up to date resources are available & that staff have the opportunity to attend relevant training courses.

Equal Opportunities

We use SRE to actively promote equal opportunities for all. Please refer to our Equal Opportunities Policy for further details.

SEND

We provide SRE for all children regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children.

Resources

Resources for SRE are contained within the resources for PSHE & Citizenship. We ensure that all materials used are appropriate to the age & cultural background of the children. Our Internet Agreement Policy & supervised use of the Internet ensure that children are protected from exposure to inappropriate material.

Parental Involvement

We recognise that parents/carers are the key people in teaching their children about sex, relationships & growing up. The school is willing to provide advice & support for parents /carers as necessary. Our school prospectus & information given at new parents' meetings outlines our policy on sex & relationship education & parents/carers are reassured that all questions of a sexual nature would be answered tactfully & in a manner appropriate to young children.

Parents/carers are kept fully informed about all aspects of the curriculum & would have the right to withdraw their child from sex & relationship education that is provided outside the National Curriculum for Science. See Appendix 2.

External agencies

We work closely with the school nurse and allocated health visitor on all matters relating to personal, social & health education; including SRE. The following support is available:

- Working with teachers to support the curriculum
- Liaising with parents & Providing information on services available to parents/carers & or children
- Providing confidential advice and support

Visiting speakers and theatre groups are often used to complement the school's PSHE & Citizenship education programme. A code of practice for working with external agencies has been developed & all visitors are provided with the necessary information to ensure the success of the input.

Confidentiality

We work closely & openly with parents/carers and it would only be in very exceptional circumstances that the school would have to handle information without parental / carers knowledge. However, should a child make a disclosure that gives cause for serious concern, the school's child protection procedures would be followed.

NOTE: This policy should be read in conjunction with the school's Equal Opportunities, Safe Guarding/Child Protection, PSHE, & Spiritual, Moral, Social & Cultural Policies.

Review & Implementation Dates

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Revision of the above Policy was completed by:

Robert Celino-Stock

Summer 2017

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Next Review Date:

Summer 2019

Signature of Chair of Governors

Signature of Head Teacher

APPENDIX 1 TEACHING STRATEGIES FOR SEX & RELATIONSHIP EDUCATION

The following information on practical strategies for the teaching of sex & relationship education has been taken from the DfES Sex & Relationship Education Guidance (Ref 0116/2000)

This guidance has been produced to enable staff to help children to develop confidence in talking, listening & thinking about sex & relationships.

Establishing ground rules

A set of ground rules will help to create a safe environment for discussions:

- Nobody will have to answer a personal question
- Nobody will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Distancing techniques

Teachers can avoid embarrassment and protect children's privacy by always depersonalising discussions. Role play could be used to 'act out' situations.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting:

- If a question is too personal, the pupil should be reminded of the ground rules. If the pupil needs further support, the teacher should seek advice from the Head Teacher as to referrals to an appropriate person
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that this will be researched and returned to later
- If a question is too explicit, or is inappropriate for the whole class, or raises concerns about abuse the teacher should attend to it later on an individual basis
- Any teacher who is concerned about the risk of sexual abuse should follow the school's child protection procedures

Discussion & project learning

Research into what makes sex & relationship education effective shows that discussion and topic work is beneficial to learning and that active learning is most effective when children are working in groups. The use of circle time is suggested.

Reflection

Reflection is crucial for learning as it encourages children to consolidate what they have learned and to form new understanding, skills & attitudes. Teachers can help children reflect on their learning by effective questioning such as:

- What was it like taking part in the discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?

- What else do you need to think or learn about?

APPENDIX 2 How can we consult with parents?

If you have worked in a genuine partnership with parents, you've consulted them about the policy, made resources open to them, then they are very reassured and actually relieved.

Governor advisor

Working in partnership has proven to be very effective in parent/teacher groups, parent/governor groups, parents' evenings or community-based meetings. Clear aims and a planned structure for sessions with parents makes the meeting feel safe. Although most parents want to talk to their children about sex and relationships, they often find it difficult and embarrassing and want schools to help them by providing good SRE. Surveys show 94 per cent of parents/carers support school based SRE (NFER and HEA 1994). Only 0.04% choose to withdraw their children from SRE (Ousted 2002).

Can parents withdraw their children from SRE?

Parents do not have the right to withdraw their child from the SRE element of the National Science Curriculum. Reproduction is often taught within science. Further information on sex and relationships, skills development and values clarification are provided within PSHE and Citizenship. Parents do have the right to withdraw their child from SRE provided within PSHE and Citizenship.

Your school needs to inform parents and carers about the procedures for requesting that their child is withdrawn, and these should be described in your policy. Involving the whole school community in the development of the SRE policy and programme ensures that withdrawal is rare.

What do we say to parents who want to withdraw their child?

The PSHE and Citizenship Coordinator and/or a senior manager should invite the parent to talk through any concerns and look at the materials used in and aims of SRE. This usually reassures, but if a parent does want to withdraw their child from SRE alternative arrangements will need to be made for the pupil. It may also be appropriate to offer further support to parents. *Developing sex and relationships education in schools: Guidance and training activities for school governors*, and information and training pack from the Sex Education Forum and National Association of Governors and Managers provides a leaflet for parents. Staff may look for support from the governing body in these potentially difficult situations.

If we consult with pupils what are they likely to tell us?

Children and young people tell us that their sex education is too little, too late and too biological and that the adults in their lives are too embarrassed or lack skills and knowledge. Children and young people want SRE where they can talk about feelings and relationships, have their questions answered in a straightforward way and explore 'real life' dilemmas. Government legislation (Education Act 2002) requires schools to listen to children and young people and involve them in the process of running the school.

APPENDIX 3 SUGGESTED SRE LEARNING OUTCOMES FROM OFSTED

In their recent report on SRE provision in maintained schools, Ofsted noted that assessment of learning is an area for development in many schools. To support teachers in planning and assessing SRE provision they provided a list of suggested learning objectives organized by key stage.

These learning objectives are incredibly useful in terms of knowledge and understanding as well as values clarification. The Sex Education Forum endorses the following Ofsted learning outcomes and in addition emphasises the importance of emotional and social skills development in SRE and across all aspects of PSHE and Citizenship:

- asking for and offering help
- identifying and naming emotions
- being a good friend
- listening
- giving an opinion
- accessing services
- negotiation
- decision making
- forgiving
- being empathic
- critical thinking

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans¹;
- recognise similarities and differences between themselves and others and treat others with sensitivity²;
- identify and share feelings with others;
- recognise safe and unsafe situations;
- identify and be able to talk to someone they trust;
- be aware that their feelings and actions have an impact on others;
- make a friend, talk with him or her and share feelings;
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce³;
- that humans and animals can produce offspring and these grow into adults⁴;
- the basic rules for keeping themselves safe and healthy;
- about safe places to play and safe people to be with;
- the needs of babies and young people;
- ways in which they are like and different from others;
- that they have some control over their actions and beliefs;

¹ Part of the National Curriculum for Science

² Part of the National Curriculum for Science

³ Part of the National Curriculum for Science

⁴ Part of the National Curriculum for Science

- the names of the main external parts of the body including agreed names for the sexual parts;
- why families are special for caring and sharing

Pupils will have considered:

- why families are special;
- the similarities and differences between people;
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying;
- listen to and support others;
- respect other people's viewpoints and beliefs;
- recognise their changing emotions with friends and family and be able to express their feelings positively;
- identify adults they can trust and who they can ask for help;
- be self-confident in a wide range of new situations, such as seeking new friends;
- form opinions that they can articulate to a variety of audiences;
- recognise their own worth and identify positive things about themselves;
- balance the stresses of life in order to promote both their own mental health and wellbeing and that of others;
- see things from other people's viewpoints, for example their parents and their carers;
- discuss moral issues;
- listen and support their friends and manage friendship problems;
- recognise and challenge stereotypes, for example in relation to gender;
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction⁵;
- about the main stages of human life;
- about the physical changes that take place at puberty, why they happened and how to manage them;
- the many relationships in which they are involved;
- where individual families and groups can find help;
- about keeping themselves safe when involved in risky activities;
- that their actions have consequences and be able to anticipate the results of them;
- about different forms of bullying people and the feelings of both bullies and victims;
- why being different can provoke bullying and know why this is unacceptable;
- about, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

⁵ Part of the National Curriculum for Science

Pupils will have considered:

- the diversity of lifestyles;
- others' points of view, including their parents' or carers';
- why being different can provoke bullying and why this is unacceptable;
- when it is appropriate to take a risk and when to say no and seek help;
- the diversity of values and customs in the school and in the community;
- the need for trust and love in established relationships.

APPENDIX 4 SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable.

Schools should ensure that students with special needs in mainstream schools receive sex and relationship education. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of children with special educational needs or learning difficulties. It is important to take care not to marginalise sex and relationship education.

All staff including ancillary staff, physiotherapists, nurses and carers as well as teachers should follow the school's sex and relationship education policy when working with pupils with special educational needs and learning difficulties.

Parents have the statutory right to withdraw their children from SRE

Parents have the right to withdraw their children from the non-statutory elements of SRE but not from the elements delivered as part of the National Curriculum. For instance, reproduction is taught in Science, and debates on ethical issues related to SRE may be delivered in Citizenship, which became statutory in secondary schools in 2001. Governors are required to ensure that the SRE policy sets out the procedures for withdrawal and ensure alternative arrangements are made for pupils in such cases. The DfES offers schools information for parents who withdraw their children from sex and relationship education (Education Act 1996).

APPENDIX 5 ASSESSMENT

Assessing, recording and reporting pupils' achievement

Ofsted identified assessing and monitoring pupils' learning as an area that needs further development. Although there are no statutory assessment requirements, Ofsted's suggested learning outcomes for SRE across each of the primary and secondary phases (2002) provides a positive framework on which effective assessment of knowledge, skills and attitudes can be built. Both pupils and teachers should be involved in monitoring and assessing learning. Assessment is undertaken in relation to clear targets that are set for pupils in PSHE and Citizenship.

Schools are required to keep records on all aspects of pupils' development and annual school reports should include a section on PSHE and Citizenship. If pupils keep a record of their progress, reporting on this aspect of the curriculum will be more effective.

Pupils can undertake a range of activities that forms the basis of assessment. Where possible, material can form the basis of a portfolio to record progress. Pupils can undertake a range of individual, small and whole group activities. These include:

- planning a talk, a presentation, leading a discussion or debate, or leading an assembly;
- evidence of planning a visit or arranging a speaker;
- completing sentence stems such as 'I was surprised that...', 'I learnt that ...';
- taking part in a quiz or questionnaire;
- drawing pictures or posters or designing leaflets;
- writing letters or articles for school or community papers;
- devising a quiz or game;
- producing a diary;
- demonstrating skills through role play
- word storming
- interviews and focus groups
- drawing and writing techniques.

Monitoring and assessment are important because for pupils they form an important part of the learning process. Asking questions will help pupils to assimilate and understand what they have learnt and to identify future learning needs. Questions might include:

- What new information have you learnt today?
- What new skills have you practiced or learnt?
- What do you now think or believe?
- What did it feel like to do that exercise?
- What was it like to hear different people's views?
- Did anything surprise you? • What else do you need to know?

For teachers, assessment provides an opportunity to ensure that:

- The learning objectives have been achieved.
- Future learning needs arising from the session are addressed.
- Planning for future years takes account of feedback.