

Hornton Primary School

Sex and Relationships Education Policy June 2017

Aims

The aim of this policy is to set out a clear framework within which Sex and Relationship Education (SRE) can effectively be delivered at Hornton Primary School. This policy aims to clarify the school's vital role in educating young people about the choices they face in leading healthy lifestyles. It also aims to make clear the procedures the school will follow in relation to sex and relationships issues and therefore provide clear guidance to teachers, school staff and visitors. SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our students. Full details of the policy are outlined in appendix 1.

Objectives

To ensure that when planning, designing and delivering its curriculum of SRE, the School will act in compliance with the current guidance.

To ensure the delivery of an appropriate programme of SRE in the context of its students' lifelong learning about physical, moral and emotional development.

To ensure specific issues in SRE are taught when it is appropriate for the age group, i.e. according to their emotional and physical stage of development.

Monitoring and Evaluation

The application of the procedures described in this policy will be regularly monitored to ensure that the needs of our students are met. The headteacher is responsible for this monitoring, which will include lesson observations and consultation with teachers and students.

Drafted: May 2015

By: Deputy Head Teacher and Governor

Reviewed : May 2017

By: Head Teacher

This policy was approved by the Full Governing Body in their meeting on the 15th June 2017

Next Review: May 2019

Curriculum

The current curriculum has three main elements:

1. Attitudes and Values

- learning the importance of values and individual conscience and moral consideration
- learning the value of family life, marriage, and stable and loving relationships, inside and outside of marriage, for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making.

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

3. Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

Parents' Right To Withdraw

Parents and carers have the right to withdraw their children from all or parts of the SRE programme except for those parts included in the statutory Science National Curriculum. Parents who wish to exercise this right should contact their child's class teacher or the headteacher. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any student withdrawn from this aspect of the curriculum.

How is SRE Taught?

The majority of SRE is delivered within PSHE lessons. The headteacher has the responsibility for developing, monitoring and evaluating this programme. Science also contributes to SRE.

Distancing techniques are used to avoid embarrassment and protect students' and teachers' privacy. This involves depersonalising discussions.

When dealing with students' questions or comments teachers need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. For example:

- if a question is too personal, the teacher should remind the student of the ground rules (no personal questions/the right to pass).

If the teacher does not know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher research the question later.

If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concern about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk to the student later.

If a teacher is concerned that a student is at risk of sexual abuse, they should follow the Safe Guarding Procedures.

In teaching SRE we are realistic and recognise that some of our students will be making decisions for themselves about sex and relationships. We also recognise that some of our students may be more vulnerable than others. Therefore some students may need more SRE than others. Teaching SRE can raise many questions of confidentiality. This is especially important given our belief that it is better for us to be seen as a source of support for students than to encourage our students to be secretive.

Visitors

From time to time visitors may be invited in to school to contribute to the SRE programme. These sessions always form a part of the planned programme.

All visitors' sessions must match the philosophy, ethos and practice of SRE at Hornton Primary School. Guidance from Oxfordshire Advisory Teacher will be sought where appropriate. The teacher of the class should always be present throughout the visitor session.

Programmes of Study

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social, health & citizenship education (PSHCE) curriculum, we also teach some sex education through other subject areas - for example, science and PE - where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHCE 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 them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. 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. 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 differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 5 and 6 we place a particular emphasis on sex education, as many children experience puberty at this age. We liaise with the Local Authority about suitable teaching materials to use with our children in these lessons, but ultimately use the resources which we feel best meet the needs of each cohort. By the end of Key Stage 2, we ensure that boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women, and how babies are conceived and born, We always teach this with due regard for the emotional wellbeing of the children. Teachers do their best to answer all questions with sensitivity and care.

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching

DETAILED SCHEMES OF WORK ARE AVAILABLE ON REQUEST

Dealing with Specific Issues

Specific issues in SRE may be considered sensitive or challenging. Whilst it is important to respect the varied beliefs and values held by our school community personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed framework as described in this policy and supported by current legislation and guidelines.

Inclusion

SRE is an entitlement for all our students including those with special educational needs.

Confidentiality

SRE should take place within a safe and supportive environment that facilitates relevant discussion. However students need to be made aware that teachers cannot offer or guarantee confidentiality when there is a concern for the safety of the student or another student. When a student makes a disclosure of this sort then the teacher should follow the school's Safe Guarding Procedure. Teachers will respect a student's confidentiality and not make information available to those who do not need to know it.

Disclosures from students may take place at an inappropriate place or time. If this happens then the teacher should talk again to the student before the end of the school day when it is practicable to do so.

Effective SRE should enable and encourage students to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to having been involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Roles and Responsibilities

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

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

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

Crisis Situations

From time to time a teacher may be approached by a student experiencing a crisis.

As with all disclosures, the confidentiality policy (see section above) should be followed. The student should be provided with the relevant information about where they can seek professional health advice and services. They should NOT be allowed out of school during a school day to seek this advice, unless it is with their parents' or carers' knowledge and consent.