



Sex and Relationships Education Policy

This draft policy for sex and relationships education (SRE) has been developed after a careful and thorough consultation with teaching and non-teaching staff, governors of the P&P sub-committee parents, health professionals and pupils. It was ratified at the summer term meeting of the governing body during the summer term 2008.

National Context

It is a legal requirement that all schools have a sex and relationships education (SRE) policy, developed in consultation with the whole-school community.

- It is widely documented that the U.K. has the highest teenage pregnancy rate in Western Europe.
- The National Teenage Strategy has been developed to address this.
- 'Keeping Healthy' and 'Staying Safe' are outcomes from the Healthy Schools Initiative.
- Sex and Relationships Education falls within both outcomes.
- However 2/3 of under 16s are not having sex.

School Context and Environment

Nottingham has the sixth highest teenage pregnancy rate in the U.K. and is an area known to have very high incidences of sexually transmitted infections many of which are common among young people. Aspley has one of the highest rates of teenage pregnancy in the City of Nottingham.

Care has been taken to ensure that the policy is sensitive to the needs of the young people and the views of the community by working with the school nurse and representatives of different faith groups on any SRE working parties. Strong communication links exist between the school and community and parents will be invited each year to come into school to learn more about the sex and relationships education programme delivered in school. Specific support being made available to any parents/carers who would either like to support the schools efforts by delivering SRE at home or who wish to withdraw their child from any SRE which falls outside of the science curriculum. All parents/carers will be kept informed of any developments in relation to SRE.

Process for Policy and Scheme of Work Development

The named coordinator for sex and relationships education is: Louise Abrahams
Her roles and responsibilities include:
Development of policy and scheme of work
Supporting staff to ensure curriculum coverage
Consulting with parents,
Resourcing the curriculum area appropriately

The named governor for sex and relationships education is: Emma Derbyshire

Her roles and responsibilities include:

To be up to date with policy and programme issues through the named governor role.

The School Nurse -

Support the delivery of SRE and will be available to give any advice to pupils and parents

The aim of the Policy

The aim of sex and relationships education at Ambleside Primary School will be

- To help and support young people through their physical, emotional, spiritual and moral development and to start to prepare them for the opportunities, responsibilities and experiences of adult life.
- The SRE programme identifies learning outcomes appropriate to pupils' **age, ability, gender** and level of **maturity** and **vulnerability**.
- The SRE curriculum will be firmly embedded within the **National Curriculum** and be closely linked to PSHE, **Citizenship, Science** and the **National Healthy Schools Standard**.
- The pupils will be taught about the nature and importance of stable relationships, family life and bringing up children. There will be no stigmatisation based on home circumstances.
- Pupils will be helped to understand difference and **respect** themselves and others.
- Effective SRE does not encourage early sexual experimentation but rather enables young people to mature, to build up their confidence and self- esteem and develop the skills to keep themselves safe and happy in relationships.
- Ambleside Primary school strives to meet the needs of all children within SRE. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them and **sensitive to their needs**.

What is Sex and Relationships Education?

It is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is 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.

It has three main elements:

- Attitudes and Values
 - ✓ Learning the importance of values and individual conscience and moral considerations.
 - ✓ Learning the value of family life, of stable and loving relationships for the nurture of children.
 - ✓ Learning the value of respect, love and care.
 - ✓ Exploring, considering and understanding moral dilemmas and
 - ✓ Developing critical thinking as part of decision-making.
- 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 understanding of difference and with an absence of prejudice.

- ✓ Developing an appreciation of the consequences of choices made
 - ✓ Managing conflict and
 - ✓ Learning how to recognize and avoid exploitation and abuse.
- Knowledge and Understanding
 - ✓ Learning and understanding physical development at appropriate stages.
 - ✓ Understanding human sexuality, reproduction, sexual health, emotions and relationships.
 - ✓ Learning about contraception and the range of local and national sexual health advice, contraception and support services.
 - ✓ Learning the reasons for delaying sexual activity and the benefits to be gained from such delay and
 - ✓ The avoidance of unplanned pregnancy.

Inclusion and Support

There will be no gender bias in SRE. Teachers will plan a variety of activities which will help engage boys as well as girls, matching their different learning styles. Ethnicity may effect how children talk to their parents and teachers about sex and relationships. Teachers need to be aware that school may be the main or only source of sex education for some children. After consulting teachers, teaching assistants, pupils and their families a uniformed decision has been made in order to establish what is appropriate and acceptable to the school community. These views have been taken into consideration, and informed the planning of the SRE scheme of work. Parents will be given the opportunity to view schemes of work and resources to be used prior to the units of work being taught and to discuss any issues or questions raised.

The school will ensure the entitlement of all children to SRE and plan lessons appropriate to pupils' age, ability, maturity and individual circumstance including children with special educational needs.

Ambleside Primary School Curriculum ~ SRE Scheme of work

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
Name the main external parts of the body. (not including sexual organs)	<u>Name the main external parts of the body. (not including sexual organs)</u>		Understand the differences between male and female and learn the agreed names of the sexual parts.		<u>Know and understand about the physical changes that take place at puberty.</u>	
Understand that all babies, human and animal, have mothers and fathers.	<u>Understand that all babies, human and animal, have mothers and fathers.</u>		Be able to think about differences between boys and girls other than physical ones.		<u>Know and understand about the processes of reproduction and birth as part of the human life cycle.</u>	
Be able to respect other people's viewpoints and beliefs.	<u>Recognise similarities and differences between themselves and others</u>		Be able to identify parts of the reproductive system in males and females and describe their functions.(Y4)		Be able to identify parts of the reproductive system in males and females and describe their functions.	
Have considered why being different can provoke bullying and why this is unacceptable.	<u>Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.</u>		Know and understand that they have to take extra care with personal hygiene during puberty.(Y4)		Know and understand that they have to take extra care with personal hygiene during puberty.	
Be able to recognise safe and unsafe situations.	To be able to express opinions for example about relationships and bullying.		Have considered the need for trust and love in established relationships.		Know and understand that safe routines can stop the spread of viruses including HIV.(Y6)	
Recognise the pressure of unwanted physical contact and know ways of resisting it.	Be able to respect other people's viewpoints and beliefs.		Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.		Have considered the need for trust and love in established relationships.	
	Have considered why being different can provoke bullying and why this is unacceptable		Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.		Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.	
	Be able to recognise safe and unsafe situations.		To understand what babies need in order to be happy and healthy.(Y4)		To understand what babies need in order to be happy and healthy.	
	Be able to recognise the physical signs of feeling unsafe.		Understand the demands of looking after a baby. (Y4)		Understand the demands of looking after a baby.	
	Know and understand about keeping themselves safe when involved with risky activities.		Think about how they can help care for babies and young children they know. (Y4)		Think about how they can help care for babies and young children they know.	
	Recognise the pressure of unwanted physical contact and know ways of resisting it.		Think about how they can help care for babies and young children they know.		Recognise the pressure of unwanted physical contact and know ways of resisting it.	
	Know when it is appropriate to take risks and when to say no and seek help.		Recognise the pressure of unwanted physical contact and know ways of resisting it.		Know and understand about keeping themselves safe when involved with risky activities.	
			Know and understand about keeping themselves safe when involved with		Know when it is appropriate to take risks and when to say no and seek help.	

		<p>risky activities.</p> <p>Know when it is appropriate to take risks and when to say no and seek help.</p> <p>To be able to express opinions for example about relationships and bullying.</p> <p>Be able to respect other people's viewpoints and beliefs.</p> <p>Have considered why being different can provoke bullying and why this is unacceptable.</p>	<p>To be able to express opinions for example about relationships and bullying.</p> <p>Be able to respect other people's viewpoints and beliefs.</p> <p>Have considered why being different can provoke bullying and why this is unacceptable.</p>
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Objectives underlined are science objectives and are compulsory.
Some objectives are recurring in each phase but will be repeated at a higher level.

Teaching and Learning

- All **teachers** are responsible for SRE. There may be team teaching or flexible teaching during the programme. Children will be taught in a mixture of same sex and mixed sex groups. More personal sessions will be taught by a same sex teacher. **Teaching assistants** may support children with SEN during SRE. Other professionals, such as, the **school nurse** will be involved in the teaching of SRE. Everyone involved in the teaching of SRE will follow the school policy.
- The personal beliefs and attitudes of teachers will not influence the teaching of SRE. Teachers, and all those contributing to SRE will work within the **agreed values** within the policy and be in line with current legislation.
- Within SRE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of **teaching strategies** will be used, including:
 - establishing **ground rules** with pupils;
 - using '**distancing**' techniques;
 - knowing how to deal with **unexpected questions** or comments from pupils;
 - using **discussion** and appropriate materials; and
 - using videos/DVDs

Ground rules

Before SRE begins, teachers will create a safe environment in which they do not feel embarrassed or anxious about unexpected comments by pupils. Ground rules will be set by each class/group.

Expectations are that :-

- Discussions and questions will not focus on personal experiences and situations;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

Distancing Techniques

Teachers will avoid embarrassment and protect privacy by always depersonalising discussions. Role play, characters in videos, books or invented characters can help pupils discuss sensitive issues.

Dealing with questions

Teachers will give pupils the opportunity to ask questions in a variety of ways, including whole class, single sex and small groups settings as well as through anonymous question boxes.

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.
- If a question raises concerns about sexual abuse, teachers will follow child protection procedures.

Discussion and project learning

For effective SRE pupils will take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practice their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action

Teachers will use a variety of strategies to promote active learning, including, small group tasks, discussion, circle time, games, case studies and projects.

SRE DVDs/videos

Materials will be used which will aid understanding and achieve objectives whilst promoting a positive learning experience for the children.

Confidentiality and Child Protection

Children may make personal disclosures in group settings, particularly in SRE where a climate of trust is created to enable discussion of potentially sensitive topics. Teachers will explain that the classroom is not a suitable place to discuss very personal issues.

Teachers and others supporting SRE cannot offer or guarantee absolute confidentiality. If any child protection issues are raised as a result of SRE units of work e.g. the disclosure of sexual activity or inappropriate sexual behaviour, the school's child protection procedures will apply. It is essential that all are aware of the school's child protection policy. A copy of this is available from the school's designated teacher for child protection who is Paul Shepherd.

We recognise that because of the nature of SRE work children may need some additional support to deal with any difficult issues that have been raised. If appropriate we would refer children to the schools Place2B counselling service.

Support will be offered to parents who request it to help them talk to their children about sex. This support could include the opportunity to view the materials that their children will see and ask questions of the staff, leaflets and access to age appropriate books they could borrow and share with their child.

Celebration of Achievement

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme however opportunities for pupils to reflect on their progress is identified. It is inappropriate to assess pupils' values.

- School, class and individual reward procedures will be used to celebrate achievement within SRE.
- Teachers will use work analysis and small group discussions to assess pupil understanding within SRE
- Teachers will use informal assessment to revise future SRE plans.

Links to Other Policies

- PSHE and Citizenship
- Science
- Equal opportunities
- Child protection
- Discipline/behaviour
- Racial Equality

Dissemination, Monitoring and Review

This policy was created in March 2008. The policy will be reviewed as part of our cycle of policy review in March 2010.

