

Thornton Primary School

Sex and Relationships Policy

Background Information

This policy is grounded in the ethos of Thornton school where pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This ethos is supported by effective relationships between everyone in the school community. The Sex and Relationships Education (SRE) provided will be sensitive to the religious and cultural backgrounds of the pupils and their families. It will be taught in an age-appropriate manner.

Definition:

SRE is lifelong learning about emotions, relationships, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes, enabling children and young people to make informed choices. It should support children in managing adolescence and preparing them for adult life. Effective SRE provides essential knowledge and skills and develops emotional understanding within a framework of attitudes and values.

Aims and Objectives of Sex and Relationships Education:

SRE at Thornton aims to support children throughout their time at the school in the following ways:

Values and Attitudes

- Develop self-esteem.
- Value themselves and others, recognising and respecting others' ideas and views.
- Understand the importance of respect, love and care within friendships, relationships and within the family unit.

Knowledge and understanding

- Understand that there are a number of different relationships and be able to recognise positive relationships.
- Have an understanding of safe and unsafe situations and the right to feel and be safe.
- Have an understanding of British law relating to consensual sexual relationships.
- Have the correct terminology to talk about their bodies.
- Be able to keep themselves clean and healthy.
- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up.
- Understand how babies are conceived and develop.
- Have a basic awareness of contraception and understand that they have a choice whether or not to be sexually active.
- Have an understanding of the responsibility of parenthood.

Skills

- Keep themselves safe and be able to ask for help in the different situations they may face.

- Use knowledge and skills to make informed choices.
- Have the communication and negotiation skills they need to act upon the choices they make.
- Have the skills necessary to deal with situations involving peer pressure.
- Form positive relationships.
- Emotional Understanding.
- Understand, talk about and deal positively with their emotions, feelings and beliefs and those of others.

Morals and Values Framework

At Thornton we work together to create an environment where every child and adult feels safe, happy and valued. We support children to become more motivated, responsible, independent and self-disciplined members of society with respect for their multi-cultural environment. The Sex and Relationship education at Thornton supports the values and ethos of the community which we serve and forms part of the Spiritual, Moral, Social and Cultural aspects of our provision.

Equal opportunities

It is intended that the school's SRE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non-judgemental environment in which to learn. Therefore, no child or family will be discriminated against on grounds of race, gender, health, ability or sexuality. The policy and content will comply with government guidance. Through the programme children will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching supports the rule of English civil and criminal law and we do not teach anything that undermines it.

Content

SRE is based within Science and Personal Social and Health Education. Any topics covered complement the new National Curriculum for science curriculum. This includes:

In the Key Stage 1 science curriculum pupils are taught to notice that animals, including humans, have offspring which grow into adults. They are introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they are not expected to understand how reproduction occurs. They also learn to identify, name and draw and label the basic parts of the human body.

In the upper Key Stage 2 science curriculum children begin to find out about different types of reproduction including sexual reproduction in animals. They begin to observe changes in an animal over a period of time and comparing how different animals reproduce and grow. Children begin to think about the stages in growth and development of humans and learn about the changes experienced in puberty. By the time children reach Year 6 they are learning how to keep their bodies healthy and have an understanding of how humans reproduce. This is done in an age appropriate manner, in single sex groups, supported by a health professional such as a school nurse. Parents are invited into school at this stage to look at the materials that the school uses.

SRE is covered within the four main strands of PSHE:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing children to play an active role as citizens;
- Developing a healthy safer lifestyle good relationships and respecting the differences between people;
- Developing good relationships and respecting the differences between people.

SRE is covered as a discreet module from Year 5 onwards as part of the PSHE programme. As with all other learning it will be gradual and matched to the child's maturity and stage of development. Topics discussed include puberty, human lifecycles including reproduction and dealing with peer pressure. Children are taught a basic awareness of contraception and that sexually transmitted Infections may harm you. We teach that when they grow older they have a choice whether or not to be sexually active and help them to develop strategies for dealing with peer pressure, and explore the responsibilities of becoming a parent

Organisation:

The overall planning and delivery of SRE is co-ordinated by the Pastoral manager and the School Nurse in conjunction with the School Nursing service. We teach SRE in a variety of ways:

- Through PSHE, Science and other curriculum areas;
- In circle time;
- As a discrete subject;
- Outside visitors such as the school nursing service and the Life Education team.

SRE is supported daily by the positive relationships between adults and children as part of the ethos of the school.

SRE will be taught by the appropriate staff, with the support of the Pastoral Manager and School Nurse. All staff will be supported in this work with opportunities for team teaching, which are planned and agreed in advance. The teaching of SRE will be flexible enough to take into account the needs of individual year groups. Single sex teaching will be used for some SRE lessons however, both boys and girls will receive the same information. Staff will inform parents before such lessons take place and give them the opportunity to review the materials that will be used.

Guidelines for teaching discreet SRE

It is important that both staff and children feel safe and comfortable during SRE lessons and consequently circle time rules will be used. An additional rule will be that no personal questions may be asked of each other or of staff. Some teachers may choose to just use question boxes rather than question and answer sessions. This will be made clear to the children from the start.

Resources

A range of resources will be used to deliver the Sex and Relationships programme including:

- In both Key Stages: Miss Dorothy.com.
- In Year 6: DVDs: Growing Up – A Guide to Puberty (pub. Bounty) and Focus: Growing Up (Sex Education, pub. BBC).
- All resources will be reviewed by teaching staff before use in class.

In Key Stage 1 videos:

- Differences
- How Did I Get Here?
- Growing Up

In Key Stage 2 (Year 5):

- Changes
- Girl Talk
- Boy Talk

and in Year 6:

- How Babies Are Made
- How Babies are Born

Specific Issues

Provision for pupils who have reached puberty:

- Supplies of sanitary protection will be available from the School Nurse if required but girls are responsible for bringing in their own supplies.
- Children will be able to speak to any member of staff they feel comfortable with to access supplies.
- A sanitary disposal unit is available in the KS2 girls' toilets.

Questions

The school aims to support and encourage children in asking for help and therefore, all questions will be answered appropriately within the following framework:

- Question boxes may be used in SRE lessons;
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout the school;
- It is inappropriate for both teachers and children to answer personal questions;

Staff are encouraged to answer all questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation, referred to parents, to the Pastoral Manager, a member of SLT or the DSL if it is a safeguarding issue. In support of our equal opportunities policy, staff will challenge discrimination and stereotyping. Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer. However, it will be made clear what is required and allowed under British Law.

Confidentiality and Safeguarding (child protection)

Confidentiality cannot be offered to any child. If any child protection issues arise all staff and people working within the school must follow Child Protection procedures and inform the lead for Safeguarding (who is also a DSL). The Safeguarding Policy will be followed in all cases and referrals will be made to the MASH (Multi Agency Safeguarding Hub) if necessary.

Use of Outside Visitors

All visitors will work within the policy framework. A teacher will be present at all times.

Parental Withdrawal

Parents have the right to withdraw their children from parts of SRE which are not part of the National Curriculum. SRE is an integral part of PSHE and therefore it is not always possible to separate them both. If parents have concerns about the content of SRE or wish to withdraw their child they make an appointment to discuss it with the Headteacher. Any complaint should be referred to the Headteacher.

Working with Parents

The school seeks to work in partnership with parents through consultation and support. The school recognises that parents play a vital role in providing education about relationships and growing up and aims to support parents in this role. Parental views were integral to the development of the policy and schemes of work. Parents will be specifically informed through a letter and workshops about discreet SRE lessons and be provided with the opportunity to view resources and discuss the specific teaching content.

Dissemination of policy

All staff and governors have had an opportunity to read and comment on the policy. A clear definition and the aims of SRE is included within the school prospectus which along with the policy is available on the school website and also an explanatory leaflet is provided to all parents in information sessions.

Monitoring and evaluation

The new policy and scheme of work will be evaluated by staff after it has been taught and children will be given an opportunity to reflect on what they have learnt at the end of each topic.

This policy will be reviewed in the summer term 2017.

Further guidance:

- Sex and Relationship Education Guidance DfEE 0116/2000
- Sex and Relationship Education, Healthy lifestyles and Financial capability QCA/05/1695/2005
- Review of Sex and Relationship Education(SRE) in Schools – A report by the external steering group 2008
- Promoting British Values as part of SMSC:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Signed

(Chair of Curriculum Committee of the Board of Governors)

Date: 18TH May 2016.