

# **Broadbottom Cof E Primary School**

## **Sex and Relationships Policy**

In the light of 'Every Child Matters', the DfES 'Healthy Living Blueprint', the Government 'Public Health White Paper' and the National Service Framework, schools need to be aware of how children's services are being developed and integrated with the focus on earlier and targeted prevention within their area. In line with the DfES 5 yr strategy school will develop their role to become a community, healthy and extended schools and will work closely with the emerging children's services.

### **School Mission Statement**

Love Learning, Love Life

At Broadbottom Primary School we value the importance of SRE to help and support young people through their physical, moral, spiritual, cultural and emotional development. This program is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationship Education Guidance and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

SRE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

SRE teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the SRE framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatized because of his or her home circumstances.

### **What is Sex and Relationship Education?**

SRE is about physical, moral, spiritual, cultural and emotional development. It is about the understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life. It is also about the teaching of sex, sexuality and sexual health.

## **SRE has three main elements.**

### **1. Attitudes and values:**

- ◆ Learning the importance of values and moral considerations
- ◆ Learning the value of family life, marriage and stable relationships
- ◆ Learning the value of love, respect and care.

### **2. Personal and social skills:**

- ◆ Learning to manage emotions and relationships confidently and sensitively
- ◆ Developing empathy and self-respect
- ◆ Learning to make choices without prejudice
- ◆ Appreciating the consequences of choices made
- ◆ Managing conflict
- ◆ Recognizing and avoiding exploitation and abuse

### **3. Knowledge and understanding:**

- ◆ Learning about and understanding physical development
- ◆ Understanding human sexuality, reproduction, sexual health, emotions and relationships.

## **The Philosophy of the School**

It is the philosophy of Broadbottom Primary that all children experience a planned program of SRE. This offers pupils the opportunity to explore attitudes and values whilst developing personal and social skills, as well as learning the facts necessary for life. The Sex and relationships Education program will reflect the school ethos.

The school believes that SRE will be developmental and provide a foundation for further work in the secondary school.

How does having a policy link in with government strategies?

National Healthy School Status criteria include:

- The school has a policy owned and implemented by the whole school, including parents/carers.
- The School has a planned SRE program involving the development of skills in all Key Stages, which identifies learning outcomes appropriate to pupils' age, ability and level of maturity and which is based on pupils' needs assessment.

10 year National Teenage Pregnancy Strategy, main aims:

- Reduce the rate of teenage conceptions with the specific aim of halving the rate of conceptions among under 18's, and to set a firmly established downward trend in the rate of conceptions among under 16's.
- Increase the participation of teenage parents in education, training and employment, to reduce their list of long-term social exclusion.

## **Aims and Objectives of the Policy**

- ◆ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- ◆ To nurture a responsible attitude towards personal relationships, mutual respect and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.

- ◆ To foster the ability to manage relationships in a responsible and healthy manner.
- ◆ To promote the value of loving relationships and of family life.
- ◆ To recognize that marriage is an important, but not exclusive, context for family life.
- ◆ To provide knowledge of human reproductive processes.
- ◆ To inform children on matters of personal hygiene and related health issues.
- ◆ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ◆ To educate against discrimination and prejudice.
- ◆ To empower children to make informed choices about their developing sexuality.

**This policy supports the following School Policies.**

- ◆ Equal Opportunities
- ◆ Education for Ethnic Diversity
- ◆ School Discipline
- ◆ Statement of School Philosophy, Aims and Objectives
- ◆ Health and Safety
- ◆ Personal, Social and Health Education and Citizenship
- ◆ Child Protection
- ◆ Looked after Children

***Areas of Responsibility***

***Governors***

- ◆ To ensure the legal framework is followed.
- ◆ To implement the SRE policy through the Head Teacher.
- ◆ To implement 'annual' review.
- ◆ To make copies of this policy available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- ◆ To include a summary of the content and organization of SRE in the School Prospectus.

***Head Teacher***

- ◆ To implement the SRE Policy.
- ◆ To ensure the policy is followed.
- ◆ To liaise with the Governors on the teaching in school.
- ◆ To liaise with parents / carers.
- ◆ To ensure the policy is reviewed bi-annually
- ◆ To disseminate information to staff.
- ◆ To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- ◆ To ensure continuing professional development for staff.
- ◆ To ensure that all staff are aware of confidentiality issues and procedures.

***Class Teacher***

- ◆ To prepare long- and short-term plans to include SRE in the Curriculum.
- ◆ To ensure the correct resources are available.

- ◆ To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- ◆ To ensure absent pupils have access to information, especially surrounding puberty.

### ***The Special Needs Co-coordinator***

- ◆ To assist in the development of the school's policy concerning the welfare and educational needs of all children at Broadbottom Primary.
- ◆ To take advice from all appropriate sources and where necessary adapt the policy to meet each individual child's needs.

### **Policy, Formation and Consultation Process**

The policy has been written following the DfES guidelines Sex and Relationship Education Guidance 0166/2000.

### **Equal Opportunities**

In support of the Equal Opportunities Policy, all Broadbottom Primary pupils, regardless of age, ability, disability, gender, race or sexuality, have the same opportunity to benefit from the SRE resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty.

### **Organization of School Sex and Relationship Education**

#### **Who Will Teach It?**

Class teachers and classroom support staff will deliver SRE as part of the Science and the PSHE Curriculum. Opportunities will be provided in Year 5/6 for separate lessons on physical changes, conception and birth. Other members of staff, including the School Nurse may be involved in these lessons.

#### **Methodology and Approach**

There will be a whole-school approach from Reception to Year 6. Progression and continuity are built into the program. The subject will be delivered through dedicated lessons and cross curricular activities with a focus on Personal, Social and Health Education, human relationships, physical development and reproduction, sexuality and the risks of sexual activity, including unwanted pregnancy and sexually transmitted infections.

#### **Dealing with Sensitive Issues**

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgment and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established.

- ◆ Teachers should not enter into discussions about personal issues and lifestyles.
- ◆ Nobody is forced to take part in discussion.
- ◆ In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.

- ◆ Meanings of words are explained in a sensible and factual way.

### **Sex and Relationship Education Program**

SRE is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier, safer lifestyle.
4. Developing good relationships and respecting differences between people.

### **Through SRE the children should:**

- ◆ Develop confidence in talking, listening and thinking about feelings and relationships
- ◆ Be able to name parts of the body and describe how their bodies work
- ◆ Be able to protect themselves and ask for help and support
- ◆ Be prepared for puberty.

### **Within the Science Curriculum, the children should:**

#### **Key Stage 1:**

- ◆ Know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- ◆ Recognise the main external parts of their bodies
- ◆ Know that humans and animals can produce offspring, which grow into adults
- ◆ Recognize the similarities and differences between themselves and others, and treat others with sensitivity

#### **Key Stage 2:**

- ◆ Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- ◆ Know about the main stages of the human life cycle.

\*Parents should be aware that children cannot be withdrawn from these Science lessons.

### **Specific Classroom Arrangements**

When planning lessons, teachers will group children accordingly, considering pupils sensitivity to the subject. Mixed-gender classes will be the norm for the younger pupils.

### **Curriculum Entitlement**

SRE will be taught at Broadbottom Church of England Primary within PSHE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a Health Professional is invited to address the children. Children with Special Educational Needs relating to sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

### **Procedures for Reviewing the Effectiveness of the Program**

Topics are reviewed through short-term and long-term plans. Staff and Governors review the SRE Policy.

### **Monitoring and Evaluation**

PSHE lessons will be monitored termly by the Head Teacher.

Pupil evaluation of lessons will be used to inform future planning.

### **Resources and Criteria Used for their Selection**

The PSHE Co-coordinator in consultation with teachers chooses all resources. Advice is taken from appropriate sources. Parents' comments are taken into consideration.

### **The Primary/Secondary Transition Year**

The transition year before pupils move to Secondary School is considered a crucial one at Broadbottom Primary. The school supports pupils' emotional and physical development. In this year, the children will be taught, or will already have been taught:

- ◆ Changes in the body related to puberty, such as periods, voice-breaking and body hair
- ◆ When these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- ◆ How a baby is conceived and born.

### **Specific Issues:**

#### **Child Sex Abuse Procedure**

The Child Protection Procedures as laid down by the School in line with the LEA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the School & LEA area for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

**Confidentiality** should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted - in accordance with the above Child Protection Procedures. A copy of this is available in school for parents.

The child / young person will be offered appropriate and sensitive support.

#### **Vulnerable Young People**

School, have a role in ensuring that vulnerable young people receive appropriate support through the curriculum, pastoral system and referral to other services. All members of staff need to feel confident in identifying pupils who may be experiencing difficulties and be clear about where and how support can be accessed

(SRE Guidance 2000 1.26) Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in SRE.

#### **Identifying Vulnerable Pupils**

The staff all undertakes a duty of care to protect the welfare of our pupils. This involves identifying individuals that may be at risk or presenting behaviour to cause concern. Those most likely to fall into a category of vulnerable could be:

Super Output Pupils

Pupils receiving free school meals (Forever 6)

SEN pupils

Pupils whose parents have special needs

Children who are presenting different behaviour than usual  
Children who are on the "at risk" register.

### **Child Withdrawal Procedure**

SRE at Broadbottom Primary is taught across the Curriculum and it is not possible to separate all the sex education lessons. There may be some, specific lessons where a Health Professional is invited to address the children in the presence of the class teacher. Notification is always sent to parents in advance. If parents wish to withdraw a child they should discuss their concerns with the Head Teacher.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the SRE lesson is over.

### **Complaints Procedure**

If a parent or guardian has any cause for concern about the SRE Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved, the Governors can be contacted.

### **Procedures for the Involvement of Health Professionals and Visitors**

Visiting Health Professionals may be involved in the implementation of the SRE Policy, only after consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. All visitors will agree a contract between the school and themselves.

### **Working with Parents**

Broadbottom Primary seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings. Parents are consulted by letter and meetings before any specific SRE lessons take place.

The policy is available in school for all parents to inspect and details of the policy are published in the School Prospectus, (and on the school website)

### **Dissemination of the policy**

Every parent or guardian can request a copy of the policy. A copy of the policy is sent to those parents and guardians who request one. A copy can be obtained from the Head Teacher or on the school website.

The policy is presented to all staff and a copy made available to them in the Staff Induction folder and on the school website.

## Useful Documents and Resources

DfEE	Sex and Relationship Education Guidance (Circular 0116/2000)
DfES/DH	National Healthy School Standard Guidance 1999
	National Healthy School Standard - Getting Started - A Guide for Schools
QCA	The National Curriculum Handbook 2000 for Primary Teachers in England
	Secondary Teachers

## Useful Websites *(examples)*

[www.childline.co.uk](http://www.childline.co.uk)

[www.clued-up.org.uk](http://www.clued-up.org.uk)

[www.crush-onu.co.uk](http://www.crush-onu.co.uk)

[www.wiredforhealth.co.uk](http://www.wiredforhealth.co.uk)

[www.ruthinking.co.uk](http://www.ruthinking.co.uk)

[www.fpa.org.uk](http://www.fpa.org.uk)

[www.brook.org.uk](http://www.brook.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

[www.teenagepregnancyunit.gov.uk](http://www.teenagepregnancyunit.gov.uk)

[www.nw-teenagepregnancy.info](http://www.nw-teenagepregnancy.info)

[www.eatwell.gov.uk](http://www.eatwell.gov.uk)

[www.efc.org.uk](http://www.efc.org.uk)

[www.beinggirl.co.uk](http://www.beinggirl.co.uk)

## Websites for parents *(examples)*

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

[www.parentalk.co.uk](http://www.parentalk.co.uk)

[www.e-parents.org](http://www.e-parents.org)



