

Hollington Policy and Guidance for Sex and Relationship Education

Names of people involved in developing this policy:

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Sharon Bradford	KS1 Leader

The Governing Body has agreed this policy after consultation with teachers, pupils and parents. The policy is available for inspection by Ofsted, anyone delivering SRE in the school, and to parents.

1. What is Sex and Relationships Education?

Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. Sex and Relationship Education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes as part of children's spiritual, moral, social, cultural, mental and physical development. Sex and relationship education should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

SRE is firmly rooted in our school's Personal, Social and Health Education (PSHEe) Framework supported by SEAL and is also delivered as part of other curriculum areas, such as Science. This policy links with other school policies such as the anti-bullying policy, the equal opportunities policy and health and safety policy.

2. Provision of Sex and Relationships Education at Hollington

At Hollington Primary School Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of SRE as part of our pupils' spiritual, moral, social, cultural, mental and physical development it and to deliver an effective programme that meets the needs of our pupils.

We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6. The objectives for sex and relationship education should match the age and maturity of the pupils involved. **The PSHE Association Scheme of Work** and SEAL (Social and Emotional Aspects of Learning) is used to help us to achieve this aim.

Foundation Stage

Foundation Children learn about the concept of male and female and about young animals as part of their curriculum. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. There may important aspects of families and relationships to explore, such as the birth of a sibling or understanding and valuing different family structures. In addition, children can be helped to learn how best to develop and maintain relationships such as friendships. These topics are embedded within the EYFS under 'Personal, Social and Emotional Development'.

Key Stages 1 and 2

Key elements and learning outcomes in Key Stages 1 and 2 are:

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to develop an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty.
- to learn that safe routines can stop the spread of viruses such as HIV
- to know who can provide help and support.

Personal development

- develop positive values and a moral framework that will guide their decisions, behaviour and judgement
- communicate effectively
- behave responsibly within relationships
- have the confidence and self esteem to value themselves and others
- to be able to access help and support
- have skills and sufficient information that will enable them to protect themselves
- neither exploit or be exploited

3. The SRE Curriculum

Curriculum planning for SRE is part of the whole school planning process for PSHEe and is informed by the *PSHE Association's 'Relationships' Scheme of Work Planning Toolkit (Years 1-6 as per the table below)*, where the theme of Relationships is revisited in each year group, in a spiral programme, to ensure that previous knowledge is built upon and the children make progress as they go through the school. The Scheme of Work is adapted to meet the needs of the pupils. The New National Curriculum Science Framework and RE lessons will also cover aspects of SRE as outlined below. The Channel 4 Programme 'Living and Growing' is used to support the teaching of discrete SRE lessons.

Key Stage 1

Through work in science children learn about the main body parts, look at animals and their offspring including humans and are introduced to the process of reproduction and growth in animals. In RE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety and hygiene.

In Key Stage 1 Children study Unit 1 of 'Living and Growing'.

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| Year 1 | Differences- This has the theme of 'living things' and looks at the difference between males and female, feelings and life cycles |
| Year 2 | How Did I Get Here?- This has the theme of 'Growing' and looks at growth and change. It also covers the growth of the foetus during pregnancy.
Growing Up- This has the theme of 'where do I come from?' and continues to work on life cycles, growth, change and relationships. |

Key Stage 2

In Science lessons they will describe differences in life cycles of mammals and describe the life processes of reproduction in some animals.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

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| Years 3and 4 | Changes- This explores physical and emotional changes that take place with the onset of puberty.
How Babies Are Made- This examines the process of life cycles and reproduction, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family. |
| Year 5 | How Babies Are Born- This focuses upon the development of the baby in the womb, the needs of the baby and the mother before birth. |
| Year 6 | Girl Talk- This reviews physical and emotional changes for girls at the onset of puberty, including menstruation. |

Boy Talk- This reviews physical and emotional changes for boys at the onset of puberty, including menstruation.

Let's Talk About Sex- This examines relationships, stereotypes and attitudes, sex images in the media and marriage, as well as conception and contraception.

PSHE SRE lessons are taught from the following long term plan (as recommended by the PSHE Association), which is adapted to suit the needs of our children and where core themes are revisited. The programme of study covers the following key objectives:

- **How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.**
- **How to recognise and manage emotions within a range of relationships.**
- **How to recognise risky or negative relationships including all forms of bullying and abuse.**
- **How to respond to risky or negative relationships and ask for help.**
- **How to respect equality and diversity in relationships.**

Autumn Term (1)	Spring Term (1)	Summer Term (1)
Core Theme: Relationships	Core Theme: Health and Wellbeing	Core Theme: Living in the wider world
TOPICS for this half-term:	TOPICS for this half-term:	TOPICS for this half-term:
Feelings and emotions	Growing and changing	Rights and responsibilities
Healthy Relationships	Keeping safe	Taking care of the environment
Autumn Term (2)	Spring Term (2)	Summer Term (2)
Core Theme: Health and Wellbeing	Core Theme: Relationships	Core Theme: Living in the wider world
TOPICS for this half-term:	TOPICS for this half-term:	TOPICS for this half-term:
Healthy Lifestyles	Feelings and emotions	Money matters
Keeping safe	Valuing difference	Taking care of the environment

Staffing

Emma Ivil is the named teacher with responsibility for co-ordinating SRE as the subject leader for PSHEe.

It is expected that class teachers deliver SRE because of their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs. Support and training will be offered to teachers where required and Support staff and Teaching Assistants will be trained so they can work with class teachers effectively. No member of staff will be forced to teach SRE if they are not confident in doing so. The PSHEe Co-ordinator will offer support and ensure the delivery of the SRE programme.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Techniques should include:

- Establishing ground rules with pupils as in all aspects of PSHEe
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years in order that all staff:

- have opportunities to update knowledge and access resources
- have time to clarify their own attitudes and assumptions about SRE in order to reach a consensus about the value context in which SRE education is presented.
- pupils benefit from consistent messages as agreed by all staff
- are informed of and offered training on issues related to confidentiality and child protection.

Visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

We welcome the support of visitors offering specialist support and links with the community. When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school’s equal opportunities policy. The materials are available for parents/carers to view on request to the PSHE Co-ordinator or class teacher. Resources are also available during SRE parent and governor consultation sessions.

Differentiation and Entitlement for All

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities Policy and Race Equality Policy. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children in the planning and delivery of our programme.

Special Educational Needs and learning difficulties

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Mixed and single gender groups

Generally SRE is taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However there are planned opportunities for single gender sessions to explore gender specific issues, such as management of periods and puberty or what is good/bad about being a boy/girl, before discussing the issues with the opposite sex. Single gender sessions also take into account the different ways boys and girls learn effectively and provide a forum to ask ‘embarrassing’ questions. We will also endeavour to provide male and female role models in the delivery of our SRE programme e.g. have a male teacher facilitate some of the single gender sessions.

Religion and Ethnicity

In our school, we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness. We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.–Whilst we will always try to work with parents to accommodate their

wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

Appropriate arrangements will be made for pupils who are withdrawn from SRE. For example, they will be able to participate in a lesson in another class.

Role of Governors

The governing body has overall responsibility for the SRE policy but allows the headteacher and staff to exercise their own professional skills in delivering the curriculum in accordance with that policy.

Rather than being responsible for the detailed content of the SRE curriculum it is the Governing Body's role, through a named governor, to check that the content and organisation complies with the overall policy set by them.

Consultation with Pupils

A key aspect in employing effective teaching and learning strategies is to ensure that our pupils feel safe within the teaching environment and understand that their voice will be heard if they are finding the topic difficult. All learning styles are catered to and children have an opportunity to feedback on the learning.

Recording and Assessment

In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus; e.g. how well they listen to the views of others. **Most of the PSHE lessons will be based on role play and circle time discussions but assessment will be recorded to show evidence of progression.** PSHEe work is often displayed and shows the progression throughout the school.

Elements of SRE that occur in the science curriculum will be assessed, through recorded work and national tests, to establish levels of knowledge and understanding.

Monitoring and Evaluation of the SRE Curriculum

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Specific Issues

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context. We respect the varied beliefs and values held by our school community; however 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 values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHEe Co-ordinator, the senior management team / outside agencies and the school nurse.

Dealing with questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are fully aware of school Child Protection Procedures, and the designated teachers. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with Parents and Carers

Our school seeks to share responsibility with parents and carers in the delivery of sex and relationship education. We use the school newsletter to inform parents and carers of the content of the SRE programme, their right to withdraw and to invite all parents and carers to workshop style meetings to view resources before their child takes part in SRE for that year. We occasionally use a questionnaire in the newsletter to consult with parents and carers about their thoughts, attitudes and needs concerning sex and relationship education and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate.

In the meeting parents and carers are given opportunities to discuss any concerns with their class teacher or PSHE Co-ordinator and view videos used in the sex and relationship education programme outside the workshop meetings. When appropriate children's work will be sent home to be shared and discussed with the family. On occasions, parents with babies may be invited into the school as part of the sex and relationship education programme. We will also do our best to 'support parents in talking to their children about sex and relationship education'.

Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher or the PSHE co-ordinator or the Head Teacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

2. Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff. A summary of this policy is in the school prospectus. The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PSHE Co-ordinator and Head teacher.

3. Policy development process, monitoring and review

This policy was drawn-up in consultation with governors, all staff, parents and pupils. The review and monitoring of this policy will be the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The PSHEe Co-ordinator is available to discuss the SRE programme with them informally. She will report formally to the governors annually.

Links with other policies

This policy is linked with the following policies:

- PSHEe & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

Any change to this policy will be reflected in the school prospectus. SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by

Adopted by Governors

Signed by Chair of Governors

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