



Shoreditch Park Primary School

Sex and Relationship Education Policy

Background

The Sex and Relationship Education Guidance, published in 2000, emphasises the need for effective SRE which is firmly rooted within the PSHE and Citizenship Framework and National Curriculum Science.

Sex and relationships 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. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children
- Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned
- The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Curriculum Science covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided in the PSHE and Citizenship curriculum is complementary to and distinct from the Science curriculum

Aims

Sex and Relationships Education will contribute to the foundation of Science, PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Understand about the range of relationships, including the importance of family for the care and support of children
- Understand the consequences of their actions and behave responsibly within relationships
- Develop their self-esteem and sense of responsibility
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Understand the role the media plays in forming attitudes
- Are prepared for puberty
- Understand how safe routines can reduce the spread of viruses including HIV (Year 6 only)

Moral and Values Framework

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural mental and physical development of pupils at this school and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and have their questions answered honestly in a way that respects diversity of cultures and family forms.

This policy has links to work to prevent homophobic bullying, as well as work that acknowledges different families and same-sex relationships, including same-sex marriage.

Organisation of SRE

Teachers delivering SRE will use a variety of teaching methods including establishing ground rules, using distancing techniques, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Classes will be organised in class groups. Some single -sex grouping will take place. Pupils with special educational needs and learning difficulties are included in SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs. Parents/carers are consulted in the development of the SRE curriculum.

Resources

Appropriate resources have been selected that:

- conform to the legal requirements for SRE
- are appealing to the audience and are age appropriate
- are appropriate to the needs of pupils in terms of language, images, attitude, maturity and understanding
- avoid racism, sexism, gender and homophobic stereotyping
- are factually correct and up-to-date
- encourage active and participatory learning methods.

Content

See Appendix 1.

Specific Issues

Teachers' Responsibilities

- To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above
- Teachers have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis)

Lesbian, gay and bisexual Issues

"The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support." (Sex and Relationship Education Guidance, DfEE, July 2000)

„Stand up for us“ (DfE) is a guide to challenging homophobia in schools. The guidance makes clear that good practice is to:

- not ignore the issue – it is relevant and important for all schools
- avoid always using race and gender as the only examples of prejudice
- ensure teaching about sexuality involves teaching about different kinds of relationship, about love and about caring for ourselves and others

We aim to ensure children understand that some people are lesbian and some people are gay. Lesbians or gay men may live together in relationships, or in same-sex marriage. All will be part of a family and some will have children of their own.

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting.

The points below clarify matters:

- guidance about who needs to know in particular instances - information about pupils should not be passed on indiscriminately
- that teachers should not offer pupils unconditional confidentiality
- that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Safeguarding procedure and passed on to the appropriate agency
- that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- in the case of illegal activity, action should be taken in the best interests of the pupil - this does not necessarily involve informing the police in every instance
- teachers are not obliged to pass on information about pupils to their parents
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure that the pupil is aware of the risks and encourage them to seek support from their parents where appropriate
- external agencies working with pupils¹ are made aware of, and abide by, the confidentiality policy¹
- Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures

¹ If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

Safeguarding Procedures

See Safeguarding Policy.

Child Withdrawal Procedures

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the schools Sex and Relationships policy and schemes of work
2. Ask the school for an appointment to see a member of staff concerning withdrawing their child from SRE
3. Following the meeting if you still wish to withdraw your child you will be asked to put your request in writing, stating which part of the programme you wish your child to be excluded from

Using Outside Visitors

The school uses outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, peer educators, theatre groups etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy, Confidentiality policy and the planned SRE programme
- The need to plan and agree work with the teacher and identify learning outcomes
- Explicit lines of accountability between the visitor and the school

Appendix 1: Content

Reception Our Lives	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 Growing and Caring For Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5 Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 Puberty, relationships and reproduction	lesson 1: Puberty and reproduction lesson 2: Understanding relationships lesson 3: Conception and Pregnancy lesson 4: Communication in relationships lesson 5: FGM