

# ASHTREE PRIMARY SCHOOL & NURSERY

## Policy for Sex and Relationship Education

### Introduction

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for teaching and learning of Sex and Relationship Education at Ashtree Primary School & Nursery.

**IT WAS DEVELOPED** during the Autumn 2014 through a process of consultation with teaching staff, governors and parents.

**IT WAS APPROVED** by the governing body on 18<sup>th</sup> November 2014.

**THIS POLICY WILL BE REVIEWED** in the Autumn 2017. A schedule for the review of this, and all other, policy documents is set out in the School Improvement Plan.

### What is Sex and Relationship Education?

Sex and Relationship Education:

- is developmental, beginning at birth, continuing throughout life
- encompasses more than the simple transmission of knowledge about biological functions leading to childbirth; it includes work on physical, emotional, spiritual, moral and social development
- deals with issues of gender and the discussion and analysis of qualities, values, standards and morals of individuals and society together with the acquisition of skills which will enable personal responsibility to be exercised
- develops skills of informed choice, decision making, assertiveness and communication
- enhances the development of self-worth, self esteem and confidence which foster respect for self and others
- is matched to pupils needs, ensuring continuity and progression.

Sex and Relationship Education is not about the promotion of sexual orientation or sexual activity.

### Aims

**OUR AIMS IN TEACHING SEX AND RELATIONSHIP EDUCATION** are to work in partnership with parents:

- to teach the nature of human reproduction in gradually increasing detail
- to prepare pupils for the opportunities, responsibilities and experiences of life
- to develop self-esteem and respect for self and others
- to explore and clarify attitudes and values
- to enable the development of interpersonal skills
- to enable the development of a moral perspective
- to develop interpersonal and communication skills
- to ensure that each pupil will develop the skills and knowledge to make informed decisions and keep themselves safe
- to ensure pupils have adequate knowledge and understanding of their own physical and emotional development

- to, as far as possible, tailor SRE delivery to pupils' needs, in line with SRE guidance and N.C. requirements.

### **Principles of the Teaching and Learning of Sex and Relationship Education**

Sex and Relationship Education is important because children need to be trusted with information, guidance and advice to allow them to interpret and make sense of the wide spectrum of information and messages about sexual matters to which they are exposed.

### **Strategies for the Teaching of Sex and Relationship Education**

Sex and Relationship Education is taught on a sequential basis within the school's P.S.H.E. & C. and Science curriculums wherein:

- a programme of study is followed throughout the school (see Appendix 1 for details) with various aspects of Sex and Relationship Education being taught at different times

**THE PREDOMINANT MODE OF WORKING IN SEX AND RELATIONSHIP EDUCATION** is class teaching although co-operative group and individual work are used where appropriate.

Within this structure:

- groups are usually of mixed/matched ability or in single sex groups as appropriate
- relevant discussion is encouraged

**THERE IS NO SPECIALIST PROVISION IN SEX AND RELATIONSHIP EDUCATION** as it is taught by class teachers and supported by Teaching Assistants and Nursery Nurses. External agencies are used as appropriate. Staff can opt out of teaching SRE. The responsibility of the teaching then falls on the Head teacher.

### **FOUNDATION STAGE**

In the Foundation Stage we aim to develop positive social skills, an awareness of the main external human body parts and their correct names and to promote equal opportunities in the widest sense. We look at our own growth and other growth in nature and relate all the information given in a practical context, suitable for the age and maturity of the child.

**COMMERCIALY AVAILABLE SCHEMES OF WORK** may be used in Sex and Relationship Education. The principal schemes in use in the school are "Living and Learning" DVD and workbooks from the Channel 4 series, "Skills for the Primary Child Part 1" published by Tacade, "Citizenship and Personal, Social and Health Education" published by Folens and "Citizenship Resource Files" published by LCP. Lessons on relationships also occur, across the key stages, using the SEAL Programme.

### **INCLUSION**

At Ashtree School we actively seek to remove barriers to learning and participation and believe that all children, including those with SEND, should have access to an appropriate education that affords them the opportunity to achieve their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. (See Inclusion Policy) No children will be removed for external lessons such as further literacy or numeracy support, during lessons with SRE content.

**EQUAL OPPORTUNITIES** for all children, regardless of race or gender, are ensured by the rigorous application of the school's Equal Opportunities Policy.

**CONTACTS WITH HOME** may be used to support Sex and Relationship Education through: visitors showing how their children are developing etc.

### **PARTNERSHIP WITH PARENTS/CARERS**

All parents have the right to withdraw their children from all or part of any Sex and Relationship Education provided (except when it occurs in National Curriculum Science lessons). Parents are invited to preview the DVD and any other materials used in the Sex and Relationship Education course before it is shown to their children. We value parental feedback following the preview session and we use this to inform our planning.

### **CHILD ABUSE**

The school has a Child Protection policy and procedure, which is available on request.

### **CONFIDENTIALITY & CHILD PROTECTION**

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, although this cannot be a definite assurance. If this person believes that a child is in danger, they should talk to the Head teacher or designated teacher for Child Protection before any decision is made. It will be made clear to pupils what our procedures are with regard to confidentiality when SRE is being delivered. Pupils will be provided with the opportunity to have their questions answered in a safe, secure environment i.e. use of a question box. Questions will be responded to in a way that is age and stage appropriate (using DfEE – now DfE - Guidance 2000 where necessary).

### **Strategies for Ensuring Progress and Continuity**

**PLANNING IN SEX AND RELATIONSHIP EDUCATION** is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the School Improvement Plan, which is developed through a process of collaboration between staff, and approved by governors
- schemes of work for Sex and Relationship Education are developed by the P.S.H.E. & C. Co-ordinator (in collaboration with the whole staff)
- staff meetings are used to discuss the Sex and Relationship Education curriculum and ensure consistency of approach and of standards
- work plans (including weekly plans and detailed lesson plans) are drawn up by individual teachers and monitored by the Leadership Group and co-ordinator

**THE ROLE OF THE P.S.H.E. & C. CO-ORDINATOR** is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Sex and Relationship Education throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in Sex and Relationship Education and advise the Leading Management Team on action needed
- take responsibility for the purchase and organisation of central resources for Sex and Relationship Education
- keep up-to-date with developments in Sex and Relationship Education and disseminate information to colleagues as appropriate

- induct new members of staff
- organise INSET for other staff

### **Monitoring, Evaluation, Assessment and Reporting**

Monitoring of plans is carried out by the Leading Management Team and by the Science and P.S.H.E. & C. Co-ordinators, to ensure that the teaching of SRE follows both the DfES – now DfE – guidelines and the school’s SRE policy.

Evaluation may be carried out through lesson observations or by comparing the pupils’ knowledge at the beginning and at the end of the topic.

Assessment of SRE can include pupil self-assessment and teacher assessment.

A statement on a pupil’s progress in SRE may be included in the school’s annual end of year report.

### **LINKS WITH OTHER POLICIES**

The school’s policies on P.S.H.E & C., Inclusion, Child Protection, Safe use of the Internet, Anti-bullying and the School’s Code of Conduct are an integral part of the SRE policy.

### **Strategies for the Use of Resources**

**CENTRAL RESOURCES IN SEX AND RELATIONSHIP EDUCATION** are the responsibility of the P.S.H.E. & C. Co-ordinator who has a budget available. They include:

- resources
- guidance for staff

**INFORMATION TECHNOLOGY** is a resource, which will be used in Sex and Relationship Education for individual pupil research.

**THE LIBRARY** is used in Sex and Relationship Education for:

- individual study and reference

Sets of books are borrowed on a termly basis from the County Library Service to support topics.

### **Appendices include:**

- scheme of work
- lists of centrally held resources for Sex and Relationship Education