

# Newton Hill Community School



## Sex and Relationship Education Policy

Updated November 2011

## **Process**

The school aims to provide sex and relationships education (SRE) through its PSE, Science and SEAL curriculum. 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 governing body have determined that the school should offer a programme of sex and relationships education. It will be appropriate to the pupils' age and experience

## **Aims and Definitions:**

The following aims compliment those of the Science and SEALS curriculum, (Key Stage 1 – 1b, 2a, 2f, 4a, Key Stage 2 – 1a, 2f).

- To have the confidence and self esteem to value themselves and others
- To have skills for positive and successful relationships
- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop emotional literacy
- To attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions will be answered at an age appropriate level.
- To be able to name parts of the body and describe how their bodies work
- To understand the consequences of their actions and behave responsibly within relationships and develop a moral code.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To make informed choices.
- To understand the role the media plays in forming attitudes
- To be prepared for puberty

- To develop a positive attitude to their body and sexuality.

### **Staff Responsibilities**

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

### **Content for Key Stage 1 and 2**

SRE should be supported by the school's wider curriculum.

This is made clear using the four themes from the PSHE curriculum.

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

and using the National Curriculum for Science:

#### **Key Stage 1**

1b. that animals including humans, move, feed, grow use their senses and reproduce

2a. to recognise and compare the main external parts of the bodies of humans

2f. that humans and animals can produce offspring and these grow into adults

4a. to recognise similarities and differences between themselves and others and treat others with sensitivity.

#### **Key Stage 2**

1a. that the life processes common to humans and other animals include nutrition, growth and reproduction

2f. about the main stages of the human life cycle.

## Year 6

In year 6 discreet lessons are taught covering changes in puberty, reproduction, prejudice, decision making, stereotypes, different relationships, dealing with problems, challenging media messages. This has been done through lessons supported by the school nurse but staff are confident in delivering these sessions where the school nurse is unavailable. Resources are loaned.

### **The teaching methods.**

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, paired and group discussion, interviewing and presentations, are used in the teaching of SRE. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

### **Mixed and single gender groups.**

Most of SRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. Pupils expressed a preference for some single sex teaching during consultation.

### **Dealing with sex-related pastoral incidents**

All staff have received training in dealing with child protection incidents. Staff know that in dealing with any incident they:

- Follow the Child Protection policy
- Keep the welfare of the children as the focus.
- Don't rush into anything
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teachers actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.
- Challenge any homophobic or sexist comments immediately.

### **Using visitors to deliver SRE**

External staff are used to deliver some aspects of SRE in the transition year. Whenever an external visitor is going to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the SRE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

### **Confidentiality**

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else

unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

### **Informing parents/carers and parents right to withdraw their child**

Before year 6 embark upon its discrete SRE lessons, parents are informed by letter of their right to withdraw their child from lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's SRE Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's SRE.

### **Procedures for pupils who are withdrawn from sessions**

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while their class' SRE is being delivered.

### **Child Protection Procedures**

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns. (see child protection policy)

As part of SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult. (see Child Protection Policy)

### **Pupils' Access to Help and Support**

In SRE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do

anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

Girls who start their periods at school are supported by the staff. Pupils are shown where they can dispose of sanitary products and where supplies of sanitary towels are kept. UKS2 ladies toilet may be used.

### **Dissemination of the policy**

Staff and governors at the school have actively been involved in reaching consensus on the content of the SRE policy and are aware of its content through discussion of the final draft. Parents are able to request to see any policies.

Parents/carers will be kept informed of any developments or opportunities in SRE. Governors have responsibility to the SRE policy production and have been involved in the reviewing process throughout, with updates and discussions happening during governors' committee meetings.

Guidance used: Sex and Relationship Educational Guidance. DfEE 0116/2000