

Sex and Relationships Policy

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Introduction

Sex and Relationship Guidance DfES 0116/2000 identifies three main elements of sex and relationship education:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

As such, this policy was developed in response to Sex and Relationships Education Guidance DfES 2000, The National Teenage Pregnancy Strategy and National Healthy Schools Programme.

In Middlesbrough, the teenage pregnancy rates are higher than in other LEAs. Schools cannot take responsibility for the conception rates as there are many factors that influence the behaviour of young people. However, good quality sex and relationship education does contribute to pupil's ability to make responsible decisions.

Definitions

Education about relationships and sexuality begins at birth by the way we are touched, handled and spoken to, with young children being interested in themselves, their bodies and their relationships. SRE is a vehicle for building on this interest and helping children make sense of the world around them.

The purpose of SRE is to support children through their physical, emotional and moral development whilst helping them to understand themselves, respect others and form and sustain healthy relationships. As such, SRE should enable pupils to express their needs and ask for help and support throughout their development, with children nearing the end of Key Stage 2 managing and making sense of the emotional and physical changes during puberty.

Aims of our SRE programme

At Abingdon Primary, SRE is delivered through the school's PSHE programme alongside the Science curriculum and promotes the principle of SRE being lifelong learning. Its aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in

society. The school believes that SRE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. There is also the belief that SRE should be set within the wider school context and supports family commitment, love, respect and affection, knowledge and openness. Therefore, pupils and staff are encouraged to share and respect each other's views and be aware of differing family structures and sexual orientations with acceptance, though in the absence of any promotion of any particular 'norm'. An atmosphere where questions and discussion take place without stigma or embarrassment is created throughout the school, and partnerships with parents and community agencies are common place.

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

Knowledge and Understanding:

This area of SRE involves the learning and understanding of physical development at appropriate stages. Pupils gain an understanding of reproduction and emotions whilst learning about the different relationships they encounter throughout their life-time.

Positive Attitudes and Values:

The key learning value in the SRE curriculum is that of respect, care and love. Pupils are encouraged to explore, consider and understand moral dilemmas by developing critical thinking as part of decision-making. Children challenge misconceptions about 'normal' behaviour learn the importance of moral choices and individual conscience.

Personal and Social Skills:

From Key Stage 1, pupils learn to manage emotions and relationships confidently and sensitively whilst developing empathy and self-respect for others. Throughout the school community, children are encouraged to make choices in an absence of prejudice and develop an appreciation for the consequences of choices made. This strives to empower children with the skills to be able to avoid inappropriate pressures, both as the exploiter and exploited.

The Teaching of Sex and Relationship Education

SRE is part of our National Curriculum Science programme, though other aspects are taught mainly in PSHE lessons and lessons on relationships occurring in Literacy and RE. Through planned lessons in the curriculum, as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately. This work will be based on the lesson plans in the scheme of work that we follow throughout the school, (Lucinda and Godfrey found in the staff drive/Relationships folder). Teachers plan and liaise with other specialists particularly our school nurse to ensure our pupils receive an up to date and balanced programme.

SRE Curriculum

Throughout the school SEALs is taught every half term. More specifically, the topics Getting on and falling out (Autumn 2), Relationships (Summer 1) and Changes (Summer 2) relate directly to relationship education.

Key stage 1 (5-7 years)

Year One

Understanding feelings
Friendship, teasing and bullying.

Year Two

Cleanliness and personal hygiene;

Getting Older;

A new baby.

Key Stage 2 (7-11 years)

Year Three

Making friends;

Sharing.

Year Four

Special people;

Dealing with rejection.

Year Five

Loss & separation;

Positive relationships/Self esteem;

Puberty.

Year Six

Sex Education – School Nurse;

Transition and friendship.

Teaching Approaches

In order to maintain distance and ensure that pupils do not share personal details about themselves or others it is important to establish ground rules at the start of any sex and relationship education lessons. These are developed with pupils and ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate.

As much as possible we provide an interactive learning environment, which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Inclusion

Abingdon Primary School believe that all young people should receive sex and relationship education and therefore offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. We intend our policy to be sensitive to the needs of different ethnic groups and understand that for some young people, it is not appropriate for them to be taught particular items in mixed groups. We also aim to deal sensitively with children's issues and answer appropriate questions raised as young people need to feel that sex and relationship education is relevant to them.

Partnership with parents/carers

Our school is committed to working with parents/carers, and with most of a pupil's informal sex and relationships education occurring within the family, the school believes that the SRE programme will complement and build on this in co-operation with homes. Under the Education Act of 1993 parents can withdraw pupils from part of the SRE that is outside the compulsory elements of sex education contained in the National Curriculum Science Orders. Before the sex and relationship education programme is started in Year 6, parents and guardians will be given the opportunity to discuss the approaches to be used by the teacher. If a parent/carer wishes to withdraw their child, they need to have a discussion with the Head teacher so that she may be made aware of the reasons and provide alternative arrangements.

Confidentiality

Although parents and children are encouraged to talk to each other, a teacher should seek guidance from the designated person if there are any concerns about the child's safeguarding. On these rare occasions the school must act, in the best interests of the child, without informing parents.

Monitoring of SRE

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation according to our school's policy. Implementation will be monitored by the Head teacher and PSHE Co-ordinator and reported on to the Governing body.