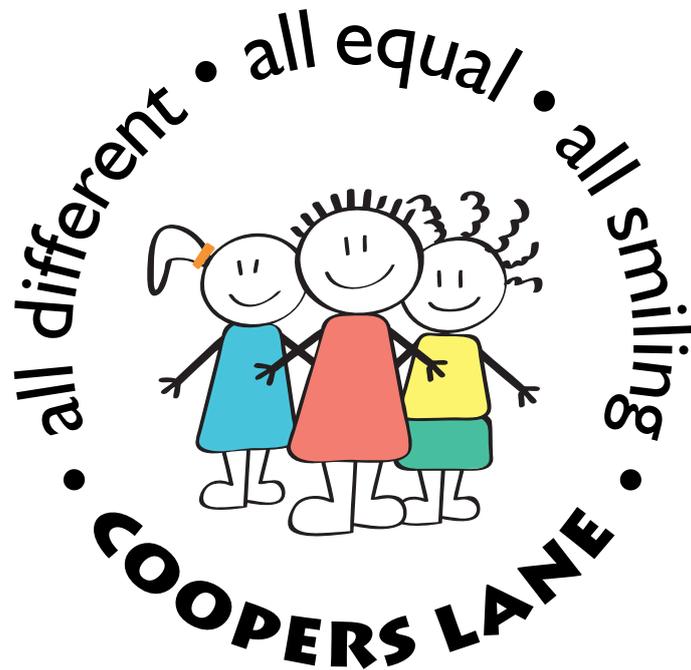


COOPERS LANE PRIMARY SCHOOL



Sex and Relationship Education Policy

July 2016

Introduction

This policy has been developed in consultation with staff, governors and parents.

Aims of this policy:

- To define sex and relationship education
- To ensure staff, parents and carers are clear about the statutory requirements regarding sex and relationship education
- To describe how sex and relationship education is provided and who is responsible for providing it
- To provide information on parents' right to withdraw

What is Sex and relationship education?

The teaching of Sex and Relationships Education at Coopers Lane School, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development.

Sex and Relationships Education is essential if young people are to make responsible and well informed decisions about their lives. The objective of Sex and Relationships Education is to help and support young people through their physical, emotional and moral development.

Key points from OFSTED report 2013 on PSHE in primary schools:

7. "In the good and better primary schools, pupils understood the physical and emotional aspects of sex and relationships appropriate to their age, preparing them well for the changes they will experience during puberty."
8. "Lack of age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and sexual exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, or do not know who to go to for help. This is borne out by research carried out by child protection charities such as the Lucy Faithfull Foundation."

When will SRE be taught and by whom?

We teach Sex and Relationships Education (SRE) discretely. This will be across a sequence of lessons and will be taught by the class teacher. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. Most of the SRE content is taught during the second half of the year in Key Stage 2. The curriculum for SRE at Coopers Lane maps out lesson objectives for each year group. These themes progress as children move through the school.

We also teach Sex and Relationships Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with R.E, 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.

Through our PSHE curriculum, we aim to raise self-esteem, teach children to manage their feelings and to respect themselves and others. These elements form the basis for children to grow into confident and secure adolescents and adults, allowing them to form healthy relationships in the future.

The needs of particular hearing impaired, SEN and EAL children need to be carefully considered. Some children may benefit from additional work to be carried out in small groups, in order to ensure all children can gain equal access to the curriculum.

The SRE curriculum

The Channel 4 series '*Living and Growing*' should be used to support the teaching of specific SRE objectives. The objectives to be covered in each year group are outlined in the PSHE scheme of work (see appendix).

In order to ensure that children learn about the changes of puberty before experiencing them, we feel that girls in Y4 should have a session to learn about periods. This is only covered briefly in the Y4 programmes, however we do have girls who start their periods in Y5. This will give the girls the opportunity to ask questions or discuss any concerns. The 'Girl talk' programme in Y6 will revisit this, with both the girls and the boys.

Sexual Orientation and Homophobic Bullying

The Sex and Relationship Education Guidance (2000) makes it clear that teachers should deal honestly and sensitively with sexual orientation and answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. It is important that schools tackle all forms of abuse and bullying, including homophobic bullying.

Teaching and Learning including Delivery of the Curriculum

One of the key intentions of our delivery of SRE is to provide a safe environment where students feel able to participate in the lesson. The setting up of ground rules, reminding pupils of confidentiality issues and the use of warm up games helps to provide this environment. We encourage the use of drama and creative activities and case studies to develop empathy. There will be a variety of teaching methods, including discussion, group work, DVDs, focused activities and the use of other appropriate resources. We aim to give pupils equal access to the PSHE curriculum, which may include the use of single gender group discussions where needed.

The Role of the Parents

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education for their child;

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head Teacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. All health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of the Head Teacher.

Answering difficult questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head Teacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have an 'SRE Question box' in their classroom during the half term in which they are being taught SRE, so that they can ask questions anonymously.

Confidentiality

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Monitoring and evaluation

Prior to teaching specific SRE units of work in Key Stage 2, there will be an opportunity for parents and carers to attend a meeting to find out about and discuss the SRE that their child will be taking part in. They will also have the opportunity to view the DVD material that will be shown to the children.

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

This policy is informed by the following guidance documents

- Sex and Relationship Education Guidance (DfEE 0116/2000)
- Child protection and schools (DfEE 11/95)
- National Healthy Schools Programme, Support Materials (DoH/DCSF 2007)
- Personal, social and health and economic education (PSHE) (DFE 2013)
- Science programmes of study: key stages 1 and 2 (DFE 2013)

This policy will be reviewed annually.