



Hazelwood Schools

Sex and Relationships Policy

June 2010

Review June 2011

Hazelwood Schools

Sex and Relationship Education (SRE) Policy

This policy was agreed by Governors on _____ and it will be reviewed in _____.

Purpose of the SRE Policy

An up to date SRE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information how they can support SRE
- Give a clear statement on what the school aims to achieve from SRE and why it is important for primary school pupils
- Sets out how the school meets legal requirements in respect of SRE
 - (i) Duty to promote well being (Education Act 2006)
 - (ii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - (iii) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - (iv) Teach statutory SRE elements in the Science National Curriculum
 - (v) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
 - (vi) Make the policy available to pupils and parents (Education Act 1996)
 - (vii) Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)

Development of the Policy

This policy was developed by the school governors in consultation with pupils, staff, parents and carers and the wider community (school nurse and other health professionals/ the PSHE and Citizenship adviser at the LA, local religious/Diocesan Board and community leaders).

We have also taken account of the DCSF draft guidance on SRE 2010.

Links to other policies

This policy links to the PSHE policy and Safeguarding and Child Protection Policy. Our provision of SRE reflects our work as a healthy school and takes a whole school approach to SRE that involves

- consulting staff, parents and pupils
- training and supporting staff
- providing a curriculum that responds to the needs of students

It is part of our commitment to maintaining our national healthy school status, which was achieved in 2008, and our strategy to improve the health and well being of children.

SRE is also part of work to support pupils' social and emotional development and is integrated into the teaching of SEAL.

Definition of SRE

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- 1. Knowledge and Understanding** including; growing and changing, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed
- 2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving and caring relationships, developing self respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible decisions
- 3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships , including marriage, for bringing up children, rights and responsibilities in relationships, acceptance of difference and diversity, gender equality

When developing our definition we took account of the definition suggested in the DCSF guidance, consultation document 2010

“Sex and relationships education (SRE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships”

Why teach SRE at primary school?

- It prepares children for puberty and the changes that will take place
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring and happy relationships.
- It is a statutory part of the science curriculum covering the biological aspects of SRE

Aims for SRE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, love and care in relationships
- Understand about different types of families
- Develop positive attitudes, values and self esteem

- Explore their own and other people's attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Reduce sexist, sexual, homophobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Seek information and advice when they need help

Moral and Values framework

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equalities framework.

Our moral and values framework includes:

- Respect for self and others
- Non- exploitation in sexual relationships
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Work to reduce intolerance and discrimination based on sexual orientation and gender
- Honesty with self and others
- Acceptance of difference and diversity
- Compassion, Forgiveness, mercy and care when people do not conform to their way of life
- Gender equality
- Value of family life and of stable and loving relationships , including marriage, for bringing up children

SRE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Content and Organisation of the Programme

Where is SRE taught?

SRE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the biological aspects, but also the social and emotional aspects. Appendix 1 shows where SRE is included in PSHE and citizenship statutory science in the national curriculum. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years. The following are the broad headings which form the basis of our programme

- Me- including biological and emotional changes which happen t puberty

- My family and other families including the importance of parenting
- Relationships – an understanding of the wide variety and changing nature of relationships
- Feelings – understanding a range of emotions

Who teaches SRE?

SRE will be taught by the class teacher. In some cases external agencies or other visitors will help deliver SRE, such as the school nurse or a visit from a pregnant mum. If visitors are involved in SRE we will

- plan and evaluate their contribution as part of the teaching programme.
- provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management.

TAs support individual pupils to ensure the SRE meets their individual needs.

What is taught in each year group?

- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Camden SRE learning objectives and suggested scheme of work (see Appendix 2 for the content of the school's SRE teaching programme-school to add their teaching programme)

How is SRE taught?

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. We also use question boxes so that pupils can anonymously ask questions.

Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes and images, including body image, avoiding stereotyping, racism and sexism. SEAL activities are used to support teaching about self awareness, managing feelings, empathy, resilience and social skills.

A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets

and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to others.

The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school. The teaching programme in Year 5 and 6 will include an understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage, for family life and bringing up children.

Involving pupils

To ensure the SRE programme meets the needs of pupils, the PSHE Coordinator involves pupils in evaluating the programme each year.

Confidentiality, safeguarding and child protection

Although SRE is not about personal disclosures, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Assessing SRE

Pupils' progress in SRE is assessed as part of the assessment of science and PSHE.

Monitoring and evaluating SRE

The PSHE Coordinator monitors planning to ensure SRE is being taught. Pupils and staff are involved in evaluating the SRE teaching programme as part of the annual review of PSHE. This is carried out by the school council.

Training staff to deliver SRE

It is important that staff, who deliver SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options: individual study, school based INSET, team teaching, classroom observations and external training courses eg national PSHE accredited course.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents/carers for their children's education. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE and citizenship curriculum, although we would consider

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns. If they decide to withdraw their child will be given work to do in another class and it is the parent's responsibility to provide alternative SRE. Parents can talk to the PSHE Coordinator about resources to support this.

We should like to make clear that even when a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

Disseminating the policy

Key information from this policy will be incorporated into the following documents

- School Handbook / Prospectus
- Staff Handbook
- Governor Handbook

A full copy of this policy is freely available to parents on request and a summary be is on the Parent's notice board. Copies are supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

Key contacts

PSHE and Citizenship Co-ordinator

SRE Lead

Lead Governor

Safeguarding Children (CP) Lead:

Healthy School Co-ordinator

Appendix 1 SRE and the National Curriculum

Key Stage 1

Science statutory National Curriculum-Sc2 life processes and living things

Pupils should be taught

Life processes

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

Humans and other animals

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

Variation and classification

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

PSHE and Citizenship non-statutory framework

Pupils should be taught

Developing confidence and responsibility and making the most of their abilities

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

Preparing to play an active role as citizens

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

Developing a healthy, safer lifestyle

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

Developing good relationships and respecting the differences between people

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

QCA end of key Stage Statements for PSHE and Citizenship

Children can recognise and name feelings and express positive qualities about themselves.

They are developing confidence in sharing their views and opinions.

They can name the parts of the body

They can recognise how their behaviour affects other people and cooperate with others

They can identify and respect differences and similarities between people and understand way that family and friends should care for one another

Key Stage 2

Science statutory National Curriculum-Sc2 life processes and living things

Pupils should be taught

Life processes

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

Humans and other animals

2f about the main stages of the human life cycle

PSHE and Citizenship non-statutory framework

Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in positive way

Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread

3c about how the body changes as they approach puberty

Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support

End of key Stage Statements for PSHE and Citizenship

Children can demonstrate that they recognise their own worth and that of others

They can express their views confidently and listen to and show respect for the views of others

They can identify positive ways to face new challenges

They can discuss some of the bodily and emotional changes at puberty

They can identify some factors that affect emotional health and well-being

They can identify different types of relationship, and can show ways to maintain good relationships).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

They can debate, explain their views and listen to others and consider different alternatives

Appendix 2

The content of the school's SRE curriculum- sample programme

YEAR 3

Me and My Family

How babies begin and are born. How they grow.

How babies of different animals grow inside or outside of their mother's body.

Feelings

When do I get angry, embarrassed, scared, upset?

How feelings can be hurt by actions and/or words. Respecting other people's feelings.

Saying Sorry

Who are my special people? Why are they special?

How do I feel when my special people go away or die?

Friendships

Who our friends are. How we make and lose friends. Loyalty

YEAR 4

Me and My Family

How have I grown? Baby pictures, compare.

How will I grow in the future?

My role in my family (responsibilities).

Loss and separation.

Locate and name parts of the body, including sex organs- draw a picture of twin brother and sister coming out of the shower, label using correct terminology.

The main stages of the human life cycle.

Feelings

Feelings we share. Good – happy, safe, confident , proud etc.

Bad- lonely, sad, angry, afraid etc.

Friendships

Special people . Friends.

YEAR 5

Me and My Family

Recap on correct names for sex organs.

Emotional and physical changes in puberty.

Growing up – menstruation. Coping with the first period- what happens and why.

How the body changes at each stage of development.

How a baby is conceived- stress importance of an established, loving relationship.

The birth of a baby.

Feelings

Recognising and coping with feelings

Friendships

People we trust. Our roles in different relationships.

Other people's expectations of us.

YEAR 6

Recap on emotional and physical changes in puberty/menstruation

Changing relationships in the family as we grow up, sexual relationships.

Feelings

Mood changes- why? How do we feel? 'Yes/no' feelings. How can we cope if we find ourselves in a situation that makes us feel uncomfortable?

How do we feel about all the changes- physical, emotional and lifestyle?

Friendships

Changing/making new/keeping friends.

Loss and separation.

Appendix 3

Notes for Guidance – Answering Children’s Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a DVD, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings. Children should be encouraged not to use ‘slang’ or ‘family’ names and terms. The teacher should always correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy or age/stage of development of the pupils, the teacher must either decide to:

- leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own,
- explain that they are only answering questions on a particular topic.

In either case the most appropriate action may be for the teacher to suggest that the child asks his/her parents.

When a child asks a question about sex, out of context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. ‘Why did you want to know that?’ The teacher can then respond in one of the ways suggested above.

Appendix 4

LANGUAGE

It is important to clarify which sexual language is to be used in the classroom. At Hazelwood we ask that the biological terminology is used as this avoids any misunderstandings/ misinterpretations. A further recommendation is that students should be made aware of this.

2 exercises which can be used in the classroom to make this clear to students are shown below.

Exercise 1

Discuss the different ways in which we use language.
In small groups ask the students to think about the following 4 statements/ questions

I want to go to the toilet!
I am going to be sick!
Please may I have one of your sweets?
I have a pain in my stomach!

Ask the groups to discuss and write down the different ways of making these four statements depending on whether they were talking to

- a. a friend b. their parents c. a teacher d. a doctor

Ask the groups to discuss and report back
Whether different words were used- with examples
Why did they choose to use different language?

NOTE: it should come out during the feedback that with a doctor/teacher they will always use 'correct' language because that is one way of ensuring that they will be understood.

Exercise 2

Checking out we understand the correct words

- Compile a list of new words which may be introduced during the course of the work on puberty. eg. penis, vagina, breasts, masturbation, sexual intercourse.
- Head up large sheets of paper with one of these words at the top.
- Working in small groups hand each group a large sheet of headed paper.
- Ask each group to write as many words as they can which mean the same as the one at the top.
- Write a definition for the word at the top.
- Pass the sheets around each group asking them to add any new information or make amendments.
- When each group has their own sheet back ask them to underline any words on the sheet which they feel are the most appropriate to use in the classroom.

- Were there any words they didn't understand?
- Ask for feedback on these words and why they were chosen.

NOTE: As before students often choose the biological words to avoid misunderstandings. There may be some acceptable alternatives.