

Greenslade Primary School

Sex and Relationships

Education Policy

Spring 2017

This Policy should be read in conjunction with our **PSHE** Policy.

Equality of Opportunity

Greenslade is a place where all children and adults work together, celebrating and learning from each others similarities and differences. The staff and governors are committed to promoting equality of opportunity for all members of our community and to treating all adults and children with equal respect regardless of gender, race, religion, ability or social class. Discrimination of any kind by children, staff, parents, carers, governors, or visitors is unacceptable. Please see our Equality of Opportunity Policy.

This document is a statement of the aims, principles and strategies for the learning and teaching of sex and relationships education at Greenslade. The policy was originally developed in 1997 by a working party of teaching staff, parents and governors. It has since been reviewed annually by staff and parents and significantly updated on several occasions to take account of curriculum, Local Authority and DFE guidance. It is currently shared and discussed in most detail annually with parents of children at our meeting prior to the start of our SRE programme. The policy should be considered in conjunction with our PSHE programme. The policy contributes to the requirements of the Education Reform Act in which schools should promote the spiritual, moral, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

Aims of the Sex and Relationships Programme

The objective of sex and relationship education is to help and support young people in their physical, emotional, intellectual, and moral development. Our aim is for the programme, firmly imbedded within our overall curriculum and within PSHE, to help young people to learn to understand and respect themselves and others and move with confidence from childhood through adolescence and into adulthood. The work done throughout our school will be developmental and a foundation for further work at secondary school. Our Sex and Relationships Education programme should provide knowledge and understanding about loving relationships, the nature of sexuality and the process of human reproduction. Our aim is for children to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner. We aim to provide information that respects all cultures and viewpoints, is accurate, honest and easy to understand at the child's individual level. Our teaching will be relevant and appropriate to the age and maturity of our children.

Principles for Learning and Teaching of Sex and Relationships Education.

In Sex and Relationships Education our aim is for children to:

- ✓ Learn to develop and maintain relationships that show care, respect and understanding for other people.
- ✓ Have self respect and respect for others.
- ✓ Be able to express feelings, worries and concerns.
- ✓ Be open-minded and challenges stereotypes.
- ✓ Continually develops his/her own attitudes toward and value of others.
- ✓ Is aware and shows understanding of the attitudes and values of others.
- ✓ Promotes his/her own physical and emotional well being.
- ✓ Protects his/her own health and the health of others.
- ✓ Is well informed and understands his/her own physical and emotional development.
- ✓ Understands and is able to empathise with development of the opposite sex and the attitudes and beliefs of those from varying standpoints, cultures and religious backgrounds.
- ✓ Has a growing awareness of his/her own responsibilities.

In Sex and Relationship Education, a Greenslade adult:

- ✓ Provides a positive environment for open, guided discussion of issues related to health and relationship education, including sex education.
- ✓ Is sensitive to parental concerns including those relating to religion and culture.
- ✓ Understands that Sex and Relationships Education is part of a child's holistic social, emotional and intellectual development at school and away from school.
- ✓ Ensures that information is presented objectively and accurately.
- ✓ Plans for a progression of issues to be explored and learnt during a child's years at school.
- ✓ Receives the appropriate training and has good subject knowledge.
- ✓ Group children appropriately for sex education. At times this means that children are taught in gender groups.

Strategies for the teaching of Sex and Relationships Education

The curriculum for Sex and Relationship Education forms an integral part of Greenslade's whole school PSHE work. The class teacher will be the main adult addressing issues for his/her own class. The teacher will be supported by appropriate staff to provide a gender balance. A programme of INSET will be provided as appropriate. Staff will not discuss personal experiences and will use their professional judgement, based on their training, to manage the level, style and subjects that discussions cover. Staff may feel the need to pass certain information on to senior members of staff if there are specific issues related to Safeguarding that arise. All staff carrying out our SRE programme are fully aware of procedures and policies related to Child Protection.

Staff are aware that views around SRE related issues are varied. Whilst all personal views are always respected, all SRE are issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

We believe that SRE should meet the needs of all pupils regardless of their developing sexuality and that SRE should be able to deal honestly and sensitively with questions related to sexual orientation, and answer questions appropriately and without bias.

Children across the school will follow a planned curriculum of learning in both forming and maintaining relationships as well as reproductive cycles. Our current programme includes open discussions, watching and discussing videos and other cross curricular activities. Teachers establish clear “ground rules” at the outset of the programme of work so that everyone feels valued, respected and secure.

Active learning methods will be used to encourage children’s understanding and engagement in their learning and to fully encourage a range of learning styles to be utilised. A mixture of individual, group and whole class groupings may be used with careful consideration given to children’s individual needs and maturity levels. These groupings could include single or mixed gender groupings as appropriate.

Staff will talk in abstract terms and not about personal attitudes, views or experiences. Opportunities are given for questions and concerns to be raised. Teachers will use their SRE training, professional judgement and teaching skills in this area of learning and will seek advice as appropriate. A “Question Box” may be used to support children who would prefer to ask questions anonymously.

Resources are reviewed along with the SRE Policy. They are carefully selected and sensitively used. Additional materials are available on loan from the Bexley and Greenwich Health Promotion Service. All current resources used are available and viewed at the annual parents and carers meeting. These resources include: The Christopher Winter Project, Teaching SRE with Confidence in Primary Schools, Living and Growing, SRE for 5-11 year olds, BBC Sex Education, Let’s Talk About Sex, Growing Up, Changing Bodies, Sex and Sexual Health, Knowing Me Knowing You.

Occasional visitors may also be organised. These have included Midwives, our school Nurse and mothers and fathers with their new baby.

Children with Special Needs are supported in the same way as they are in other aspects of the curriculum. Learning Support Assistants, Learning Mentors and additional teachers may work with an individual or with a group. The teacher may plan differentiated work to ensure an appropriate match for children working at various levels.

Homework may be used to support work in class, for example bringing in baby photographs.

The curriculum is planned carefully to ensure progression and continuity across the year groups.

Feedback and assessment is formative and carried out in the course of the teaching. Teachers will informally assess what the children have learned to decide what the next step in learning should be. No summative type of assessment is currently used.

Working with Parents and Carers

Our school is committed to working with our parents and carers.

Under the Education Act 1993 children can be withdrawn by parents from SRE that is outside from the elements of sex education that are contained in the Science aspect of the National Curriculum. Parents and carers wishing to exercise this right are invited to discuss the issues with the Headteacher. He will explore the concerns of parents and carers and the possibilities available to adjust the programme or approach to enable inclusion. He will discuss any impact that withdrawal may have on the child and the possible negative experiences or feelings that may result and how they can be minimised.

Once a child has been withdrawn from SRE and they cannot take part again until the request for withdrawal has been formally removed.

Sex and Relationships Education materials are shared and discussed with parents and carers at a meeting held annually before the programme of teaching begins. Arrangements can be made available for parents and carers who wish to supplement the school programme.

Sex and Relationships Education within PSHE and Science

At Greenslade SRE should contribute to the foundation of PSHE (including Citizenship) by ensuring that all children:

- ✓ Develop confidence in talking, listening and thinking about feelings and relationships.
- ✓ Are able to name parts of the body (in accordance with their age and level of development) and describe how their bodies work.
- ✓ Can protect themselves and ask for help and support.
- ✓ Are appropriately prepared for their body changes including puberty.

With the National Curriculum Science curriculum children are taught:

Key Stage One

- ✓ That animals, including humans, move, feed, grow, use their senses and reproduce.
- ✓ To recognise and compare the main external parts of the body of humans.
- ✓ That humans and animals can produce offspring and that these grow onto adults.
- ✓ To recognise the similarities and differences between themselves and others and treat others with sensitivity.

Key Stage Two Science

- ✓ That the life processes common to humans and other animals include nutrition, growth and reproduction.
- ✓ About the main stages of the human life cycle.

This policy will be reviewed by Governors annually