



*Our Best Preparation for Tomorrow
Is Doing Our Best Today*

Westbrook Old Hall

PRIMARY SCHOOL

Sex and Relationships Education Policy

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focussed on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our children matter, as does their achievement and so too does their future.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding – taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

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1.1 Background information

This policy was developed by the school's SRE leader through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health advisor. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

1.2 Why have a Sex and Relationship Policy at Westbrook Old Hall Primary School?

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Every Child Matters outcomes still figure significantly in the delivery of SRE at our school. Appendix I describes how these outcomes relate to the Children's Plan 2020 goals.

Other related policies and documents include the PSHE Policy, Anti-Bullying Policy, Drug Education Policy, Visitors Policy, Confidentiality Policy and Child Protection/Safeguarding Policy.

1.3 Definition

Sex Education is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. The object of SRE is to help and support young people through their physical, emotional and moral development; to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

1.4 Aims

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.

There are three main elements to our SRE programme:

1. Gaining knowledge and understanding
2. Developing positive attitudes and values
3. Extending personal and social skills

1.5 Partnership with parents/carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this co-operation with parents/carers. Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not the statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the head teacher, so that he can be aware of the reasons and provide alternative arrangements.

On an annual basis we will arrange for the relevant film clips and teaching materials to be made available for parents to look at in school. SRE in school provides an opportunity for parents to talk to their children about issues involved and about their own attitudes and values. See Appendix II for the government leaflet for parents on SRE. See Appendix III for the Sex Education Forum's 'Talk to Your Children About Sex and Relationships: support for parents' leaflet.

1.6 Moral Values and framework

The SRE programme at Westbrook Old Hall reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

In addition, we will bear in mind the aims of the school reflected within the mission statement and specifically:

1. To provide a happy, safe, supportive and challenging environment for our pupils, staff, parents and all who are associated with the school.
2. To provide a broad, balanced curriculum through a range of learning styles, for all our pupils irrespective of gender, race, religion, ability or disability.
3. To encourage our pupils to take pride in themselves and their behaviour, to be polite and respectful, and to become responsible members of society.

Appendix IV provides a list of further values that the PSHE Curriculum will explore on a two-year rolling programme. It is expected that aspects of SRE will be taught incidentally and discretely through the study of these values.

1.7 Inclusion Statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver this policy. These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection and sharing
- Role play and drama
- The use of film clips and computer technology.

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the schools' SENCo and LSAs.

2.1 Management

There is a designated SRE Leader who works closely with the school's PSHE leader to oversee the planning in the school. The SRE & PSHE leaders will be responsible for informing the rest of staff about new developments, and the Head teacher for the need of training. The SRE leader will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors).

2.2 Organisation of SRE

SRE is part of our National Curriculum Science programme and the impending statutory PSHE programme. 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.

Teachers have the main responsibility for teaching about SRE in the classroom. They will plan and liaise with other specialists, particularly our school nurse to ensure our pupils receive an up to date and balanced programme. The Science Curriculum provides a good source of learning outcomes for 'Sex and relationships education' and healthy lifestyles.

2.3 Teaching Styles

As much as possible we will provide an interactive learning environment, which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We will also allow time for reflection. Please refer to the school's Learning and Teaching Policy

2.4 Content

Although in the early years it may be that SRE is simply answering children's questions as honestly as possible, the curriculum should be a spiral one, as children need to develop their concepts about human life cycles and sexuality in exactly the same way as for other complex issues.

i) **Key Stage One**

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share feeling with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and beliefs
- The names of the main external parts of the body including agreed names for the sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

ii) **KEY STAGE TWO**

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively

- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral issues
- Listen to and support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of human life
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- About keeping themselves safe when involved in risky activities
- That their actions have consequences and are able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers'
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

2.5 Teaching Strategies for Sex and Relationship Education

Pupils will take part in a structured activity in which they can:

- Draw on previous knowledge to develop more understanding
- Practise their social and personal skills
- Consider their beliefs and attitudes about different topics
- Reflect in their new learning
- Plan and shape future action.

2.6 Ground Rules

A set of ground rules will help teachers create a safe environment in which they are not vulnerable to feeling embarrassed or anxious about unintended or unexpected questions or comments from pupils.

Ground rules might be developed with each class or year group. For example, one class worked out this set of ground rules together:

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

2.7 Distancing Techniques

Teachers can avoid potential embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role-play can be used to help pupils act out situations. Case studies with invented characters, appropriate film clips, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

2.8 Dealing with Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. For example:

- If a question is too personal, the teacher will remind the pupil of the ground rules.
- The teacher can state that they will talk to the pupil about the question after the lesson and request that the pupil comes to see them. If it is a genuine question then the pupil will meet with the teacher, but if it was intended to embarrass then they won't and the situation has been handled without conflict or embarrassment on anyone's part. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a pastoral care teacher, school nurse, help-line, or an outside agency or service.
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

2.9 Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like having this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

3.1 Monitoring of SRE

Our Science and PSHE Leaders will monitor teaching and learning. Implementation will be monitored by the Head teacher and PSHE Leader and reported back to the Governing Body annually when the policy is endorsed.

3.2 Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection/safeguarding officer who may confer with the Head teacher before any decision is made. Refer to the school's 'Confidentiality Policy'

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

3.3 Child Protection/Safeguarding

The school has a separate Child Protection/Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

3.4 Evaluation, Assessment and Reporting to Parents

Evaluation and assessment are an integral part of SRE. Assessment in SRE should be active and participatory helping the children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Pupils can undertake a range of activities that forms the basis of assessment. These can include:

- Speaking and listening e.g. circle time
- Demonstrating skills through role play or games
- Drawing and writing techniques
- Resolving conflicts
- Making safe and healthy choices
- Assessing risk
- Writing letters to and replies from Agony Aunts/Uncles
- Telling stories with dolls or puppets

3.5 References

Guidance documents and handbooks:

PSHE&C KS1 and KS2 NC Handbook 2000 QCA

Governments Response to the Report by the Sex and Relationships Education (SRE) Review Steering Group 2008 Dcsf

Websites:

www.ncb.org.uk/sef

3.6 Review

This policy will be reviewed every academic year or sooner as statutory orders become available to the PSHE curriculum.

3.7 Appendices

Appendix I	ECM Outcomes Framework The Children's Plan 2020	Dcsf
Appendix II	SRE & Parents	DES
Appendix III	Sex Education Forum's 'Talk to Your Children About Sex and Relationships: support for parents' leaflet	SEF
Appendix IV	Values Teaching at WOHP	WOHP

The policy has been reviewed with due regard to the Equality Act 2010

Next Policy Review Summer 2020