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**Shawlands Primary School**

**Policy**

**Sexual and Relationships Education Policy**

**REVIEWED EVERY 3 YEARS**

**(SUMMER 2018)**

**Introduced: Summer 2015**

**Written by L McClure on:**

**Signed…………………………………..**

**Approved by the Governing Body on:**

**Signed……………………………………**

**SHAWLANDS PRIMARY SCHOOL **

***Sex and Relationships Education***

# Shawlands Primary School

# Sex and Relationships Education (SRE) Policy

# Introduction

***At Shawlands Primary School we ensure that our pupils have an entitlement to sex and relationships education within the curriculum. We take a pro-active role and believe that sex and relationships education is an essential part of the Personal, Social and Health Education of each child. We teach general themes linked to personal well-being and relationships such as kindness, respect, equality, safety and trust through our day-to-day assemblies, lessons and class discussions.***

# SRE Values within PHSE

# PSHE (and citizenship) is developed from Nursery onwards as part of the integrated topic work approach to the curriculum, and is one of the subjects in the National Curriculum, which pupils have an entitlement to experience throughout their education. The Governors see ‘Sex Education’ as a major component of the Schools comprehensive program of Personal, Social, and Health Education. It links with science, RE and PSHE subjects in our school.

# In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future.

***The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex is supplemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.***

***Aims & Objectives***

Sex and Relationships Education (SRE) forms an integral part of the PHSE learning process. In producing this policy, we have produced the following aims, with the intention that all children will explore and fully understand them through achieving the outlined objectives, which should be taught at different stages of each child’s education, including the direct teaching of SRE to Year 5 and to Year 6.

*Aims*

* ***Understand the importance of family relationships and how to develop them***
* Develop self-respect and tolerance of others
* Take responsibility for their actions and any consequences which may ensue
* Understand the part they may play in their families, friendship groups, school and the wider community
* Make informed choices and understand that all choices have consequences
* Begin to know the meaning of a moral dilemma
* Understand that everyone is different and of equal value
* Develop confidence in talking, listening and thinking about feelings and relationships
* Develop strategies and methods for coping with personal issues and emotional difficulties
* Have the ability to protect themselves and ask for help and support
* Develop a healthy lifestyle and be able to pass this on to peers and future generations

SRE aims (specific)

* Be able to name parts of the body and describe how the body works
* Be prepared for puberty
* To know how our bodies and feelings develop is all a normal part of growing up and makes us the person that we are
* To know that as we grow up many different changes take place in our bodies and the way we feel. People grow at different times and at their own pace; this is perfectly normal. There is no right or wrong time for the changes to happen
* To develop good relationships with other people and care for others, as we would hope to be cared for
* To know that we must take responsibility for ourselves and the things we do. We become confident in making decisions and are not pressurised into doing things we are unhappy about. We have the right to say “no!”
* To learn about consenting, loving relationships
* To know there will always be someone who will try to answer any of our questions. It may be a parent, a teacher or anyone we feel happy talking to. Many grown-ups will have been through the same thing and there is no need to be embarrassed
* ***To understand that it is all right to be different and allow other people to live how they want to and accept them for who they are. This may include discussion same sex relationships and equal rights on marriage***
* To know how the human body works to produce babies
* To realise that some physical and sexual activities with other people should only be carried out when we are more grown up and able to be in a loving relationship.
* To be aware that there are many ways to stop pregnancies; they are called contraceptives and they also help to stop the spread of diseases we can catch

*The Organisation of Sex and Relationships Education*

Mr L McClure, Acting Head, has responsibility for dealing with sex and relationship related incidents and supporting staff in the development of drug education within the school.

*Monitoring, Evaluation and Assessment*

SRE, like any other aspect of teaching and learning, is monitored within the school’s existing framework.  Children’s knowledge and understanding is assessed at the end of relevant modules in science and PSHE. Assessment of pupil progress will be through informal discussion and, sometimes, by work sample scrutiny after using the resources.

***Extra support for identified pupils will then be provided, following consultation between staff and the relevant families.***

*Parental Involvement*

***It is our strong belief that parents have a crucial role in the continuing development and support of this teaching within the home.  The school is committed to working with parents in the teaching of Sex and Relationships Education.  A workshop session is available which provides Year 5 and Year 6 parents with the opportunity to develop their own understanding of the programme in advance of the children beginning work on their programme. This programme can be delvered to individuals or small groups at the request of families. Please contact the school when your child moves into Y5/6 if you have any concerns about the content of our SRE curriculum or how it will be delivered.***

*Methods*

* **Role-Play -** an excellent way of enabling young people to understand and empathise with a whole range of people and circumstances. It also provides opportunities to develop confidence and skills to manage difficult situations.
* **Hot Seating -** a good way to debate an issue. Two chairs face each other and the pupils are divided into two teams that stand behind the chairs. One member of each team sits in the chair and begins the debate, being replaced by another team member if they dry up or go on for too long.
* **Using Case Studies -**Using case studies of life situations or dilemmas allow pupils to discuss the issues without disclosing their own sexual experiences. Again these exercises help to promote greater understanding and empathy.
* **Debates -** These are a really good way to explore one issue in greater depth. Remember to allow follow-up of the debate with some form of evaluation about how the pupils felt about it and if they changed their views during the course of the debate and what were their reasons.
* **Games -** There are quite a few games available for SRE. These always stimulate interesting discussion as well as being helpful in providing young people with information in a fun way.
* **Encourage** pupils to draw, talk or write about their family if they feel comfortable to do so: who's in their family, what their different relationships are, discuss issues like step-families, divorce, carers and bereavement
* **Use short stories** or poems that are about family relationships, friends or teachers and encourage children to talk or write about them
* **Ask pupils** to draw their family tree or family timeline and create a display board for everyone to see, if it is appropriate to do so and the children are comfortable to do so
* **Invite** a new mum/dad and baby into school to discuss the responsibilities of parenthood

Sex and Relationship Education shares the features of well-taught lessons in any subject. The core principles of teaching and learning are to:

* ensure that every pupil succeeds
* provide an inclusive education within a culture of high expectations
* build on what learners already know
* structure and pace teaching so that students know what is to be learnt
* make learning vivid and real
* develop understanding through enquiry, e-learning and group problem-solving
* make learning an enjoyable and challenging experience
* stimulate learning by matching teaching techniques and strategies to a range of learning styles
* enrich the learning experience
* infuse learning skills across the curriculum
* promote assessment for learning
* make children partners in their learning

#### Offering advice

The Governors and staff believe that the school’s function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counseling on aspects of sexual behavior and contraception – however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Headteacher and the family – clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedures protect the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

**Teachers cannot:**

* give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education;
* give personal contraceptive advice to pupils without parental consent.

**Teachers can:**

* provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or a local medical centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counseling (and treatment) can lawfully be obtained. Appointments to see the nurse can be arranged by the pupil through the Class teacher or the Head.

#### Explicit Questions

Modern children are incredibly knowledgable and they ask very mature questions in SRE lessons. We often receive questions about oral sex, sexually transmitted diseases or homosexual physical activity. As a policy we feel that we would rather the young learners in our care know and understand the correct information about these aspects of sexual relationships. We will ansewer these questions in a brief and factual manner. If you do not wish for your child to be present for such discussions please let the Head known immediately when your child begins their learning in Year 5 or Year 6. If we receive questions that we do not feel are appropriate to deal with, teachers have to say, “I’m sorry but the school policy and legislation does not allow me to answer that question.” The teacher may deem it appropriate to discuss the child’s concerns with the parents – a decision may then be taken on how best to deal with it. Answers to the ‘questions in a box’, approach must only be given after very careful screening of the questions.

**Confidentiality**

Having considered all available advice and guidance the Governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the Headteacher in compliance with the LA procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counseling to be provided (please see our Child Protection Policy). Although there is no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them:

* teachers must not promise confidentiality even though they cannot be made to break it once given;
* pupils must be made aware that any incident may be conveyed to the Headteacher and possibly to parents;
* teachers must use their professional judgement to decide whether confidence can be maintained having heard the information ;
* teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not.
* Our Child Protection Policy states that parents will always be informed about any significant concern of the school, e.g. one that may be referred for social care intervention or family support

**Using visiting speakers and others:**

We believe that most of the Sex Education programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned program of sex education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Sex Education policy. After gaining approval from the Head teacher for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the Sex Education Program. Issues to consider are:

* The degree of explicitness of the content and presentation;
* Will the visitor be accompanied by teaching staff?
* Will the staff take an active role in the visitor’s activities?
* How will the visitor be prepared for the visit?
* How will the visit built upon and followed up?
* Visitors must be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

#### N.B. The health professionals are able to offer young people confidentiality and can provide a link between the School and support services.

**Homosexuality issues**

Teachers do not promote any one life style as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a program of sex education, should it arise. Teaching about homosexuality is not avoided although teachers take care to refer to this as a ‘life choice’.

#### Equal Opportunities Issues and Special Needs

#### The nature of work undertaken must be appropriate to the age and maturity of the pupils. Children with special educational needs or a disability may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will become sexually active. Recommended reading - “Talking Together About Growing Up”, (A workbook for parents of children with special educational needs.)

*Withdrawals*

***Under the Education Act of 1993 pupils can be withdrawn by their parents from part of sex education*** *that is outside the compulsory elements of sex education within the Science curriculum****.  Parents who wish to exercise this right are invited to speak to the Head who will explore the concerns of the parents and the possibilities of adjusting the approach to the programme.  Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed.***

#### Links to other subjects and policies: Drugs education, Child Protection, Science and PSHE

This policy is available at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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**Summer 2015**