

PHSE - Personal, Health and Social Education
Sex and Relationship Education Policy (SRE)



Approved	Responsibility	Curriculum Committee
Review Every 3 Years	Policy updated May 07 Reviewed July 09 Reviewed July 11 Reviewed July 13 Reviewed: July 16 Updated February 2017	

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000 and Health and Wellbeing and Relationships as outlined in Guidance from PSHE Association 2013. Additional guidance can be found within the Hampshire Children's Trust Sex and Relationships policy 2010 <http://www3.hants.gov.uk/sre-education-policy-november-2010.pdf>

Other related policies documents include: Science Policy, RE Policy, Anti-Bullying Policy, Drug Education Policy, Overarching Safeguarding Children Policy and Promoting Race Equality Policy, SMSC policy (including British Values) E-Safety Policy

The Consultation Process over time has involved:

- Review of SRE curriculum content with staff
- Consultation with wider school community e.g. school nurse
- Consultation with school governors

At Greenfields we strongly believe that education should incorporate those aspects of children's personal development through social, moral, health, citizenship and cultural dimensions. (SMSC). These issues are interconnected and run through the entire fabric of the school organisation.

The promotion of these aspects of a child's development recognises that education is a partnership between children, parents and the school.

Aims

Our aim in providing Sex and Relationships Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self esteem to value themselves and others and respect for individual conscience
- develop the skills to judge what kind of relationship they want.

Principles and Values

In addition Greenfields School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within our wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Within our PSHE and SRE curriculum we aim to develop:

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, the physical development of both sexes, reproduction, sexual health, emotions and relationships;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay (legal age 16 years).

Health Education

Our school is committed to the promotion of the physical, social and mental well-being of each child in its care. During their time in our school, we hope to equip the child to undertake responsibly for the experiences offered by adult life. Our school realises the influence and responsibility we share with the child's family and the community in the promotion of attitudes, practices and understanding, conducive to good health.

Areas covered by Health Education are: substance use and misuse; family life education; safety; health-related exercise; food and nutrition; personal hygiene; sex education and environmental and psychological aspects of health education. These areas are covered through a range of cross-curricular and PHSE topics in the scheme of work.

Drug awareness

As part of the PHSE Curriculum children are taught the importance of keeping healthy and to recognise that having a healthy body is their own responsibility.

Through discussions and role play children are given strategies on resisting social pressures where it could be physically harmful to them, affecting their health and well-being.

They are made aware of the term 'drugs' and the difference between illegal substances and substances which are illegal but can be misused (medicines, solvents, alcohol and tobacco).

Opportunities are given for children to communicate their own feelings and concerns about a range of health issues, including drugs. They are accurately informed on the effects, good or bad, of drugs on health so they can make informed choices and responsible decisions. Any concerns are addressed with the Headteacher through our safeguarding policy.

Sex and Relationships Education

As part of our PSHE policy this education will be delivered as a rolling program throughout their education at Greenfields based on the child's development as an individual, as a part of a loving family and as a member of the wider community. Emphasis will be placed on the importance of self awareness, self respect and respect for others.

Organisation and Content of Sex and Relationship Education

At Greenfields Junior School we specifically deliver Sex and Relationship Education through our PSHE and Citizenship Programme, RE and Science lessons. We believe that in sex education it is best for the boys and girls to be taught together although teachers are aware that there will be occasions when children might want to discuss particular issues with them separately. Our pupils will learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes is discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any SRE lesson may consider questions or issues that some children may find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, the question may be dealt with individually at another time. Support is offered to teachers by the PSHE co-ordinator and external agencies who will help with planning or delivery of lessons if required.

SRE overview includes year group topics including:

- Year 3 - naming parts of the body, person space and family differences
- Year 4 - growing and changing, what is puberty? Puberty changes and reproduction

- Year 5 - talking about puberty, male and female changes, hygiene.
Year 6 - puberty and reproduction, understanding relationships, conception and pregnancy.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Pupils with Special Needs

We will ensure that all young people receive Sex and Relationship Education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support with their understanding as appropriate.

Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their child from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum. Alternative arrangements will be made in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

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 will talk to the named Designated Safeguarding Lead before any further action or decisions are made.

The child concerned will be informed as appropriate that confidentiality is being broken and reasons why. The child will be supported by the teacher throughout the process. Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE 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.

Dealing with Questions

Both formal and informal SRE arising from pupil's questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Headteacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. OfSTED is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's Sex and Relationship Education policy, and on support and staff development, training and delivery.