

Ambler School and Children's Centre

Policy

# Sex and Relationship Education



**Next review with the Development and Learning Committee: November 2017**

This plan is subject to ongoing change and will be updated as and when required.



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## **1. Introduction**

### **1.1. General and Links**

Please refer to School Profile.

Ambler Primary School values and cares for all its pupils, staff, parents and wider community. We promote a healthy life style and aim to keep our children safe, to allow them to enjoy and achieve, enjoy economic well-being, and to make a positive contribution to the community. This policy links to :

Inclusion  
Equalities Duty  
Child Protection/Safeguarding  
Teaching and Learning  
Anti-bullying

### **1.2. Overview**

This Sex and Relationship Education Policy (SRE) explains the aims of SRE, within Personal, Social, Health Education and Citizenship (PSHE). It also describes what we teach and the approaches we use.

This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum.

The SRE supports pupils' health and well-being and is an integral part of our approach. We are aware of how effective Sex and Relationship Education is one component of support in the national and local targets of reducing teenage pregnancy and improving young people's sexual health.

### **1.3. Process for developing the Policy**

Pupils, parents, staff and governors were involved in the development of this policy through consultation – in class council, parent workshops, and staff training.

## **2. Aims of Sex and Relationship Education**

### **2.1. Key Elements**

SRE has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values
- Develop and practise personal and social skills
- Increase their knowledge and understanding

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote this development of pupils at Ambler and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that reflects the diversity of cultures and families.

## **2.2. Attitudes and Values**

- To be able to say no
- To treat everyone equally
- To understand other people's points of view and be compassionate.
- To be respectful of themselves and others bodies
- To understand that people may be different and to acknowledge similarities and differences.
- To have healthy attitudes to each other.
- To be sensitive to others feelings.

## **2.3. Personal and Social Skills**

- To be able to communicate their fears, concerns, ask advice etc.
- To be able to talk openly without embarrassment.
- To be able to keep their bodies healthy and clean.
- To know the difference between close friends and relationships.
- To be able to access information about contraception.
- To know what is acceptable and what is not e.g. touching.
- To understand the effects of sexual relationships.
- To know about functional family life and marriage.

## **2.4. Knowledge and Understanding**

- To know the proper names of the sexual organs.
- To use the correct terminology.
- To know about families and a variety of relationships, including homosexuality and marriage.
- To know about puberty and body changes.
- To know what the legal age for sexual intercourse is.
- To know where they can go to seek help, get advice.
- To know that different cultures may have different views on sex and relationships.

### **3. Content of an SRE Programme**

#### **3.1. Where is SRE taught?**

SRE is taught within our PHSE lessons in Years 2, 5 and 6.

##### In year 2 pupils will learn:

The differences between boys and girls.

Lifecycles, care and families.

##### In year 5 pupils will learn:

Hygiene and the importance of keeping their bodies clean.

Puberty as a stage in the human life cycle.

Puberty: exploring changes and strategies for managing feelings.

##### In Year 6 pupils will learn:

Puberty and exploring media issues around gender.

Relationships and understanding the difference between friendships and intimate relationships.

How babies are made: understanding sexual intercourse, contraception, pregnancy and parenting.

##### SRE will be addressed in lessons, assemblies and special events.

#### **3.2. Who teaches SRE?**

The class teacher usually teaches SRE.

If a class has a short-term supply, SRE will not be taught by that teacher.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE.

#### **3.3. How is SRE taught?**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationship education. To support this, a group agreement is developed with each class to provide a common values framework to teach within. There are clear parameters defining what will be taught to the whole class, what will be dealt with on an individual basis and what will be deferred or referred to parents and carers.

- At the start of each lesson ground rules will be agreed. Circle time and other familiar formats may be used to prepare the pupils and help to minimise any possible embarrassment.

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

Answering difficult questions: An important outcome of SRE is that pupils feel confident to ask trusted adults questions about puberty, relationships and sexuality so it is important to praise questions and to deal with them seriously. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class.

Teachers have a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning.
- Explain that the teacher needs to find out a bit more information before answering. Agree to bring the answer to the class at a later date, once they've had time to speak to check and/or speak to colleagues.
- Answer to an individual pupil following the lesson.
- Refer the question to be answered at home or indicate that it will be covered in later year groups.

Teachers will need to ensure that pupils are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the pupil to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular pupil they should follow the school's child protection procedures.

A question box may be used to enable pupils to ask confidential questions on pieces of paper. The teacher may use these to assess learning by getting the group to answer them or may answer them for the pupils, drawing on their learning throughout.

### **3.4. Evaluation and Assessment**

Assessment is an integral part of teaching SRE and enables teachers to measure what pupils have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

## **4. SRE, Equal Opportunities and Inclusion**

The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at Ambler. We have consulted with parents and carers to maximise their opportunity for influence over the content

and delivery. The teaching materials we use are regularly reviewed to ensure their suitability. The pupils are taught in mixed sex groupings for SRE lessons.

## **5. Working with parents and carers**

Parents and carers have an especially important role to play in SRE; they need to feel confident that Ambler's programme complements and supports their role. To enable this an information session for parents is held to discuss the SRE programme. Teaching resources will be shown and opportunities will be given for discussion and questions.

Parents who have concerns about SRE are encouraged to talk to the class teacher to discuss the programme in detail.

## **6. Confidentiality and Child Protection**

At the beginning of our SRE scheme the class will discuss and agree ground rules. During this discussion confidentiality will be raised and pupils will be informed of the limits of confidentiality that can be guaranteed by a teacher.

If a teacher suspects that a child may be at risk or in danger he/she will talk to the Child Protection Officer immediately. A decision will then be made. The child concerned will be informed that their confidentiality has been breached and the reasons why. The teacher will support the child throughout the process.

## **7. Support Agencies**

There are various people who can resource and support school based Sex and Relationship Education. These people may include parents, the school health advisor, or health professionals. When support agencies are used to complement the work of the school, the sessions are jointly planned beforehand with the PSHE co-ordinator and/or the teachers co-facilitating the sessions. This planning will include agreeing the content, learning outcomes, methods of evaluation and follow up work. The visitors' contribution will be incorporated into the programme for PHSE and not used in isolation from it.

## **8. The Role of the Headteacher**

It is the responsibility of the headteacher to ensure that both the staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver the SRE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation.

The headteacher monitors the policy and reports to governors, when requested on the effectiveness of the policy.

## **9. Dissemination of the Policy**

All staff members, governors and PTA committee members will receive a copy of this policy. Several copies will be available from the school office on request. A short summary of this policy is available in the school prospectus. The policy has been fully discussed at governors, and staff meeting.

## **10. Monitoring and Review**