

Arden Primary School

Arden is a safe and creative environment: a happy, positive, vibrant and forward-thinking community where each child and adult is valued and able to learn, play and achieve.

Arden Primary School Relationship (Sex and Relationship Education) Policy

THE DEVELOPMENT OF THIS POLICY

This policy was developed through consultation with the following groups:

- Year 5 and 6 pupil representatives
- Pupil councillors
- Single sex parents steering group
- Staff
- Arden Primary NG Coordinator
- Head of PSHE at Golden Hillock Secondary School
- Governing Body
- Sparkhill Parent Partnership Worker.
- Birmingham Healthy School Coordinator/Health Education Unit

WHAT IS SRE IN ARDEN PRIMARY SCHOOL?

Sex and relationship education (SRE) in Arden Primary School is the teaching and learning of age-appropriate information to support children on their journey through childhood to adolescence. Accurate and unbiased information will be delivered to enable children to cope with real-life situations. The term 'relationship' is used with the children rather than sex education. This is to stress that our approach goes beyond the provision of biological information, to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

WHY SRE?

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

The DfES 'Sex and Relationship Guidance' 2000, suggests that SRE should have three main elements as follows:

KNOWLEDGE AND UNDERSTANDING

- Learning and understanding physical development at appropriate stages.
- Understand human sexuality, sexual health emotions and relationships.

ATTITUDES AND VALUES

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

PERSONAL AND SOCIAL SKILLS

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

ORGANISATION

HOW WILL SRE BE PROVIDED IN ARDEN PRIMARY SCHOOL?

SRE is embedded in all curriculum areas and will not always be delivered in isolation. SRE will be provided mainly through National Curriculum Science, Personal, Social Health Education (PSHE) and Citizenship, as well as through the planned provision of RE/ACW, Values Education, Circle Time, Life Education Centre (during health week in the spring term) and Mediation training in Year 5.

Active learning methods such as quizzes, case studies, role-play, video and small group discussions will be used to ensure pupil participation.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques, so that pupils and teachers are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

SRE is normally delivered by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups (See Scheme of Work). Occasionally, appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of SRE in school.

Arden Primary School has a code of practice for using visitors to support the delivery of PSHE/SRE:

- All visitors are familiar with and understand the school's SRE and Child Protection policies, and work within it.
- All input to PSHE/SRE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.

S. M. Fox (Assistant Head) PSHE Coordinator

- The input of visitors is monitored and evaluated by staff and pupils to inform planning.
- Should a teacher be absent SRE would not be undertaken by a short-term supply teacher.

ASSESSMENT

Elements of SRE in the Science curriculum are assessed formally. Evaluation of the SRE programme outside the Science order will be conducted using a variety of informal activities, which will be built into the programme. Teachers will be required to keep their own personal evaluation of lessons, which will be used by the coordinator to inform future planning.

MORALS AND VALUES FRAMEWORK

The SRE programme at Arden, reflects the school ethos and demonstrates and encourages the following values:

- Respect for self and others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach will be balanced and take into account of, and be sensitive to, different viewpoints but will not be based on personal bias. Our aim is to educate effectively so that pupils are able to form their own informed opinions but respect others who may have a different opinion.

WHO WILL RECEIVE SRE? (INCLUSION)

Arden Primary School is committed to the provision of SRE to all its pupils, regardless of language, faith, gender or special educational needs. 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 SEN staff.

The Governing Body recognises the right of parents to withdraw their child from any or all parts of the school's programme of SRE other than those elements that are required under National Curriculum Orders for Science. Parents/carers will be made aware of the SRE programme of study through the school home/school agreement, which each new parent/carer receive as their child enters the school and through the school's termly newsletter to parents. If a parent/carer wishes to withdraw their child they need to have a discussion with the head teacher, so that he/she can be made aware of the reasons and provide alternative arrangements.

SPECIFIC ISSUES

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, he/she must talk to the named child protection coordinator who may confer with the head teacher before any decision is made. 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.

DEALING WITH QUESTIONS (ground rules)

Both formal and informal SRE arising from pupils' 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 later. Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have the time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate. Therefore the following ground rules have been agreed to provide a common values framework within which to teach:

- No one (teacher or pupil) should be expected 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.

If a verbal question is too personal the teacher should remind the pupils of the ground rules. Teachers should not be drawn into providing more information than is appropriate to the age of the child. The school believes that individual teachers must use their skill and discretion in this area and refer to the child protection coordinator if they are concerned.

DEALING WITH BULLYING

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning racism, sexism, homophobic appearance and other sex/relationship issues. The school takes the issue of bullying very seriously and this is reflected in the school's anti-bullying policy. The SRE and PSHE programmes will consider bullying and aim to discourage it.

DISSEMINATION OF SRE POLICY

All staff members, governors and the parent steering group members receive a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents.

MONITORING AND EVALUATION OF THE POLICY

The PSHE coordinator facilitates the gathering of policy feedback from staff, pupils. The views of children and teachers who receive and deliver SRE will be used to make changes and improvements on an ongoing basis.

This policy will be reviewed annually.

S. M. Fox (Assistant Head) PSHE Coordinator

Sources of further information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance (2000).
- OFSTED 'Sex and Relationships' (2002).
- SEX EDUCATION FORUM 'Faith, Values and Sex and Relationships Education' (2002).
- DfES 'Giving Young People a Say' (2004).
- A Good Practice Guide to developing SRE in Primary Schools HEU (November 2006)
- SRE in the Primary School, HEU (October 2006)

Related Policies:

- Nurture Policy
- Learning Mentor Policy
- Anti-bullying Policy
- Confidentiality
- Equal Opportunity
- Values Education
- PSHE/Citizenship