



The Headteacher, senior leaders and governors have successfully developed a culture of high ambition for the pupils of the school. Pupils relish learning. Ofsted 2016

Sex & Relationships Policy September 2016

Date Agreed/Adopted by Governors:.....

Signed:.....

Date Shared with Staff:.....

Web Link to LA Health & Safety area: <https://wescom.wirral.gov.uk/service-level-agreements/health-and-safety/h-s-policies-guidance>

Rock Ferry Primary School

Sex and Relationships Education Policy

1. Introduction

We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000).

In this document, sex education is defined as:-

"learning about physical, moral and emotional development".

It is about understanding the importance of loving relationships for family life, stability, respect, love and care. It is also about the understanding of sex, sexuality and "sexual health". Sex and Relationships Education is part of the Personal, Social and Health Education curriculum in our school. While we use Sex and Relationships Education to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore any moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2. Setting

Rock Ferry Primary School is a large, well-established urban community school, situated in an area of high social deprivation and family stress. The age range of the pupils is from 3 years in Foundation Stage to 11 years in Year 6. Its ethnicity has been 100% white UK heritage for many years, but more recently a small number of pupils with Chinese, Tamil, Bengal and Kurd backgrounds have joined the school.

An above average percentage of pupils are eligible for free school meals.

The percentage of pupils at Schools Support Stage 1 and Schools Support Stage are high (see current SEN Register).

Attendance and punctuality are key issues however; the school works hard to achieve it's annual target of 95%.

There is a high percentage of needy, vulnerable "looked after" children (see LACES file), children with Child Protection Plans (CP) and children at Child in Need (CiN).

These are all "at risk" and are very well supported by the school.

A large number of pupils have been diagnosed with, and are receiving treatment for, ADHD.

Ward details show that the school is in the top 5% of indices for multiple deprivation and child poverty in the country. Incidents of vandalism and drug related crimes are very high throughout the ward.

The ward has a high percentage of single parent households, high levels of unemployment and overcrowded homes. Housing associations own a large percentage of the houses in the area, resulting in high levels of mobility. Family networks can be complex, resulting in some dysfunctional households and extended families. The Head teacher and staff work with a variety of agencies to support this large group of vulnerable pupils and families.

The Attendance Officer works in close relationship with the ESWO service and a Family Support worker is able to signpost parents to various agencies for support.

The school nurse visits and works with families and staff on health and PSHE initiatives, although due to changes in the service the future of this is unclear.

We have a dedicated Family Support Worker to support vulnerable pupils and families.

The catchment area has two local churches that are involved with the school. The majority of our pupils are Church of England.

Rock Ferry Primary School has been awarded National Healthy Schools Status and more recently Enhanced Anti Bullying Status.

3. Policy Production

The Head teacher and the PSHE coordinator have the responsibility for producing the Sex and Relationships Education Policy.

All staff have been consulted over this policy, as has a committee of Governors, the school's Health Promoting team, local health care officials and the Senior Management team.

Consultation will be undertaken with the parent body prior to the formal document being submitted to the full governing body for approval.

This policy will then be ratified.

The policy will be available in school for all parents to inspect and details of the policy will be included in the school prospectus so that parents of potential pupils are fully aware of the school's position in this matter. The policy will be presented annually to the new parents, again with the involvement of local health care officials.

4. SRE Aims

Our mission statement at Rock Ferry Primary School is that we aim to provide a secure, inclusive and caring environment, which enables all pupils to develop the knowledge skills and understanding necessary to achieve their full potential and encourage them to become responsible members of society.

We teach sex education in the context of the school's aims and values framework.

We aim to:

- ❖ Enable every child to develop to his/her full potential
- ❖ Develop independent, self confident and self motivated children who are actively involved in their own learning
- ❖ Achieve high academic standards through the delivery of a broad and balanced curriculum

- ❖ Ensure that our children behave appropriately, show respect for others and take responsibility for their own actions
- ❖ Promote partnership between the Governing Body, staff, parents and children in order to create a stimulating, caring environment where everyone is valued and pupils can learn to become confident, thoughtful and responsible members of society
- ❖ Develop an understanding and tolerance for all people, regardless of their race, background, gender, disabilities and beliefs
- ❖ Encourage our pupils to value differences between people, which will prepare them for life as citizens in a diverse society
- ❖ Encourage good health, hygiene and fitness for all our pupils

While Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all of our work in school. In particular, we teach Sex and Relationships Education in the belief that:

- ❖ Sex and Relationships Education is part of a wider social, personal, spiritual and moral education process;
- ❖ children should learn about the importance of family life and relationship issues;
- ❖ children should learn about the value of respect, love and care;
- ❖ children should learn that it is important to build positive relationships with others, involving trust and respect;
- ❖ children need to learn the importance of self control;
- ❖ children should be taught to have respect for their own and others bodies;
- ❖ children should learn about the physical development of their bodies as they grow up into adults;
- ❖ children should learn about human reproduction, human sexuality, emotions and relationships;
- ❖ children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- ❖ children should learn about sex abuse and what they should do if they are worried about any sexual matters;
- ❖ Children should explore, consider and understand moral dilemmas.

5. Curriculum

Wirral's Sex and Relationship Guidance file (Curriculum section) is used to help teachers provide appropriate topics to each year group. Staff can also use QCA units of work relating to SRE for KS1 and KS2 to support their teaching.

We teach Sex and Relationships Education through different aspects of the curriculum. While we carry out the main Sex and Relationships Education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some Sex and Relationships Education through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

EG:

In the Foundation Stage, the children learn through Early Learning Goals, about themselves and how they grow.

In **Key Stage 1** in science, we teach children about how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body.

In science lessons in **Key Stage 2**, we teach about the main stages of the human life cycle in greater depth. Teachers inform children about puberty and human reproduction. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for Science.

Children learn to appreciate the differences between people and how to show respect for each other.

In Year 5/6, we place a particular emphasis on Health Education, as many children experience puberty at this age. We liaise with the Local Health Authority and the school nurse about suitable teaching materials to use with our children in these lessons. School staff do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know about human reproduction, how their bodies change during puberty and what menstruation is and how it affects women and how babies are made. We always teach this with due regard for the emotional development of the children, as stated earlier in this policy.

We arrange a meeting for all the parents and carers of children in Year 6 to discuss this particular programme of lesson, to explain what the issues are and how they are taught. They are also able to see the materials the school uses in its teaching.

SRE will also be addressed in detail as a whole school focus on dedicated half-day sessions and with visits / visitors throughout the year.

The SEALs programme links well with the SRE curriculum, with additional support often available from agencies such as the School Nurse and NSPCC and Childline.

Assemblies and circle times present a further opportunity to explore SRE issues.

Children with Special Educational Needs will have their needs assessed within the class and teaching will be provided at the relevant level.

Class teachers are responsible for the delivery of SRE.

The PSHE coordinator enables them to do this by sourcing relevant resources from Health Links Resource Centre and flagging up any suitable ICT resources recommended at PSHE cluster group meetings.

6. Teaching

6.1 Teaching strategies

The following strategies are used to deliver sex and relationships education:

- ↻ establishing the extent of the pupils' prior knowledge and understanding
- ↻ establishing ground rules during discussion
- ↻ use of distancing techniques such as role play
- ↻ appropriate and sensitive response to questions
- ↻ use of open discussion
- ↻ reflection and feedback

6.2 Lesson planning

- ↻ lesson aims are clearly defined
- ↻ the learning experiences are planned to meet the needs of all of the children in the group
- ↻ lessons build on pupils' own experiences and knowledge
- ↻ lessons are planned to ensure a range of opportunities for pupils to learn, practice and improve skills, attitudes and knowledge.
- ↻ lessons provide pupils with the opportunity to record their views and ideas and to reflect upon their personal progress.
- ↻ lessons are planned to provide a safe and secure environment where pupils feel confident to express their thoughts and views.

Staff are updated by PSHE coordinator on resources available and on speakers who may provide specialist knowledge and provided with opportunities to attend courses, which will provide them with the skills, knowledge and understanding necessary to deliver effective SRE lessons.

Teachers are expected to plan and evaluate SRE lessons. The Head Teacher monitors weekly lesson plans and the PSHE coordinator collects evaluation sheets from the SRE half-day inputs. Pupils are also encouraged to evaluate what they have learned.

7. Resources

The resources selected to assist in the delivery of a high quality Sex and Relationships education programme should encourage active and participatory learning methods. Resources support the school's agreed aims, the aims of the

lessons and the objectives and framework of the Sex and Relationships Education curriculum.

The PSHE coordinator is responsible for the acquisition of books, materials and other resources after consultation with staff and with the Head teacher.

Resources should:

- conform to the legal requirements of Sex and Relationships Education
- be appropriate to the needs of the children
- avoid racism, gender issues and stereotyping
- portray positive images of a range of young people
- include discussion materials
- be adaptable for use with all pupils
- be factual and up to date
- be well designed, durable and easy to understand, use and store
- contribute to a broad, balanced PHSE curriculum.

Clear instructions on the use of resources should always be included (pupil and teacher information should be separated) and wherever appropriate, worksheets should be photocopied for pupil use.

Parents are invited to borrow resources to view at home.

8. Evaluation

The Curriculum Committee of the governing body monitors our Sex and Relationships Education policy on an annual basis. This committee reports its findings and recommends to the full governing body, as necessary, if the policy needs modification. Consultation will be undertaken with the parent body prior to the formal document being submitted to the full governing body for approval.

The policy will be available in school for all parents to inspect and details of the policy will be included in the school prospectus so that parents of potential pupils are fully aware of the school's position in this matter. The policy will be presented annually to the new parents, again with the involvement of local health care officials.

The Curriculum Committee gives serious consideration to any comments from parents about the Sex and Relationships Education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the Sex and Relationships Education programme that we teach in our school.

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The policy will be reviewed on a regular basis in line with any changes to national and/or local guidelines.

9. Specific Issues

9.1 Staff awareness training

It is the role of the Head teacher to ensure that all staff have appropriate support and training so that they can teach effectively with sensitivity and understanding.

9.2 Role of the school's child protection officer

It is the responsibility of every member of staff to know and abide by the school's Child Protection procedures. If any member of staff has a concern about the safety of a pupil, they **MUST** record them and pass them to the Child Protection Coordinator (the Head teacher) as soon as possible. If the Head Teacher is not available, any concerns should be passed to the Assistant Headteachers or a member of the Senior Leadership team.

9.3 Role of the Family Support Worker and 'A Place 2 be' counsellors

It is the role of the Family Support Worker to offer support to pupils and families through a range of contexts such as 1:1 sessions, running programmes such as the Nurturing Programme and liaising with relevant agencies.

9.4 Informing pupils about confidentiality issues

Children have rights under the Children's Act 1989 and can, therefore, expect issues relating to sex and relationships to be treated with sensitivity. However, **no one** can give guarantees of confidentiality where the safety and welfare of a child is at risk. Children must be made aware of this whenever possible.

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been the victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).

9.5 Parent's right to withdraw their children from lessons

Section 405 of the Education Act 1996 allows parents to request that their child be wholly or partly excused from receiving sex education in school. In this case, the pupil would have only to attend lessons identified in the National Curriculum (i.e. SRE delivered through the science curriculum)

Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school. If a parent wishes their child to be withdrawn from Sex and Relationships Education lessons, they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. Parents are invited to participate in the lessons or borrow the resources to view at home. The school always complies with the wishes of parents in this regard.

9.6 The use of outside visitors

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local health Authority, such as the school nurse and other health professionals, give us valued support with our Sex and Relationships Education programme. Other people that we can call on include local clergy, social workers and youth workers, and charities such as NSPCC.

The Head Teacher liaises with external agencies regarding the school Sex and Relationships Education programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

Visitors are planned and timetabled into the SRE programme.

Outside speakers are not left alone with a class or allowed to take responsibility for a group of children. The class teacher should take an active part in the lesson as an eager observer, a willing participant or a support teacher to the visitor.

The checklist detailed below will be consulted at the planning stage for use of outside agencies in our SRE programme:

1. The purpose and role of any outside visitor within SRE is clear
2. Outside visitors are clear about the boundaries of their input
3. All visitors are aware of the school's planned curriculum and any relevant policies, including confidentiality, and will abide by them
4. The aims and objectives of any session using outside visitors is clear, as well as the values framework within which they will work
5. The way visitors will work with the class teacher is planned and agreed prior to the lesson
6. The time available to the visitor is known, with clear start and finish points
7. Any equipment needed by the visitor is agreed and organised prior to the start of the visit
8. The lines of accountability between the visitor and the school are made explicit
9. The intended learning outcomes for pupils are identified and agreed

10. Materials used by outside speakers are discussed and shown to the teacher before using them in a lesson