

Little Paxton Primary School



Policy: Sex and Relationships Education Policy

Last reviewed & approved: February 2016

Next review due: 2017 Pending new St Neots Forum collaborative Policy

Contents

Section 1- Preliminaries

- a) Participating Schools
- b) Huntingdonshire Partnership Group

Section 2 - The Community SRE Policy

- a) Introduction
- b) Our Shared Beliefs about SRE
- c) Entitlements
- d) Entitlement Curriculum for SRE
- e) Implementation and Review

Section 3- Implementing the Community SRE Policy in Our School

- a) Introduction
- b) Our Aims for SRE
- c) Delivering the Entitlement Curriculum for SRE in our School
- d) Responsibilities for Curriculum Delivery and Policy Implementation
 - * Teaching Methodologies
- e) Inclusion
- f) Resources
- g) Visitors and Community Agencies Supporting SRE in School
- h) Confidentiality
 - * Child Protection
 - * Sexually Active Children
- i) Staff Training
- j) Role of Governors
- k) Children's Participation
- l) Working with Parents/Carers and our School Community
- m) Monitoring and Evaluating SR
- n) Glossary

Section 4 – Sensitive Issues

- a) Puberty

- b) Contraception
- c) Abortion
- d) STI's and HIV
- e) Sexual Identity and Sexual Orientation

Section 5 – Appendices

- a) The Entitlement Curriculum for SRE
- b) Additional appendices selected by the school

Section 1 - Preliminaries

a) Participating Schools

This policy is shared by all schools in the Huntingdonshire area of Cambridgeshire.

b) The Huntingdonshire Partnership Group

These people have participated in developing the shared entitlements and statements in Section 2. They represent a wide range of organisations in the Huntingdonshire community.

Eva Acs, Cambridgeshire Teenage Pregnancy Co-ordinator

Sue Breslin, Brampton Junior School

Felicity Curran, Hunts Primary Care Trust

Tyrrell Golding, Cambridgeshire Youth Service

Gill Hanby, PSHE Service

Veronica Martin, Hunts Primary Care Trust /Hunts District Council

Sharon McCrorie, Cambridgeshire Youth Service

Cathy Murphy, PSHE Service

Kate Parker, Hunts Primary Care Trust

Jackie Sibson, Hunts Primary Care Trust

Norma Wilby, Hunts Primary Care Trust

Further guidance has been offered by:

Jon Pratt, PSHE Service

Bethan Rees, Cambridgeshire Race, Equality and Diversity Service

Christine Welburn, Education Child Protection

Section 2 – The Community Sex and Relationships Education Policy

a) Introduction

Sex and Relationships Education (SRE) is lifelong learning about ourselves - our emotions, relationships, sexuality, sexual health and behaviour.

The aim of the Community SRE Programme is to develop and improve the provision of SRE in Huntingdonshire schools supported by their local communities. This is part of a Cambridgeshire wide initiative.

The aim of this Community SRE Policy is to provide schools with structured guidance and agreed entitlements that provide continuity throughout children's school lives. This policy has been developed by a local partnership.

We will achieve this by:

- Building a shared understanding of effective practice for SRE
- Promoting children's entitlement to SRE that meets their needs and those of their communities

- Enabling schools to confidently review, evaluate and develop their SRE policy and practice.

SRE is part of the wider agenda of promoting positive sexual health for children, which is the responsibility of many organisations in Cambridgeshire. The Community SRE programme is supported by a range of national and local strategies, including:

- Every Child Matters
- National Healthy Schools
- Choosing Health
- Cambridgeshire Teenage Pregnancy Strategy
- Primary Care Trust Sexual Health Strategies

b) Our Shared Beliefs about SRE

- SRE takes place in many contexts within the community, including at home, at school and in youth and health settings.
- SRE is an entitlement for all children. Its delivery should be inclusive, taking into account children's gender, learning needs, culture, family circumstances and sexuality.
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in PSHE.
- SRE must enable children to gain information, develop skills and explore attitudes and values, in order to be effective. There must also be time for reflection.
- Effective SRE is responsive to the specific needs of children.

c) Entitlements

Schools and their partners are committed to working towards the implementation and development of the entitlements relevant to their organisation.

Children are entitled to:

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
- Appropriate advice and support that enables them to access the services they need
- An understanding of confidentiality and its application in different settings
- An effective programme of education that is inclusive and based on good practice
- Participation at every level, with appropriate approaches used to ensure equality of opportunity
- Respect
- A range of services and opportunities
- Non-judgemental responses
- Work with adults who are appropriately trained.

Adults working with children are entitled to:

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
- An explanation and understanding of their boundaries within their organization

- Appropriate training
- Opportunities to express their concerns and views. However, delivery of SRE should reflect the organization's policy
- Professional support from SRE specialists in the community
- A lead person within their organisation who can provide professional guidance
- An understanding of confidentiality in their work setting
- Formal and informal opportunities to have their say on practice and policy development
- Opportunities to share good practice

Parents, carers and other adults in the community are entitled to:

- Information that suits their needs. It must be up-to-date, accurate and presented in an appropriate style and format
- A safe and supportive environment for their young person
- Support to understand their rights and responsibilities
- Be involved, through parent representatives, in developing SRE policy and practice
- Respect for their personal beliefs and needs
- Understand the confidentiality 'codes of conduct' for professionals working with children.

d) Entitlement Curriculum

The Entitlement Curriculum for SRE is included in this policy (Section 5A). It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DfE guidance. It is fully supported by the Cambridgeshire Primary PSHE Scheme of Work and the Cambridgeshire Personal Development Project for Secondary Schools.

e) Implementation and Review

Schools and partners are committed to working towards the delivery of the Entitlements described in this policy and the provision of SRE as described.

- Each school and partner organisation will monitor and review their contribution to the provision of the Entitlements and seek to develop this.
- Each school and partner organisation will continue to work in partnership to ensure the delivery of SRE for children in their care.
- The shared policy will be reviewed collectively every 3 years as part of the Huntingdonshire Area Plan.

Section 3 –Implementing the Community SRE Policy in Our School

a) Introduction

This is Little Paxton Primary School's policy. In our school, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage, family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We provide children with opportunities to ask and explore moral questions
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, moral and cultural values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.

Other school policies are relevant to our provision of SRE: PSHE and Citizenship, Child Protection, Equality, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the school network.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the views of the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE.

This part of our SRE policy is the responsibility of the governing body and has been devised by a working party representing staff (PSHE coordinator), parents and governors. It was discussed and ratified by the school governors on TBC.

b) Our Aims for SRE

These aims were decided by our SRE working party. All adults will work towards achieving these aims for SRE in our school. We seek to enable children to:

- understand the physical development of their bodies as they grow into adults.
- develop interpersonal and communication skills, to ask moral questions.
- develop positive values and a moral framework that will guide their decisions and behaviour
- respect the views of other people
- understand the way humans reproduce
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- recognise sex abuse and develop a knowledge of what they should do if they are worried about any sexual matters

- value, care for and respect their bodies and understand the important role that sexual activity can play as part of a committed, long-term and loving relationship.

c) Delivering Entitlement Curriculum for SRE in our School

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider the needs of individuals when planning SRE.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with children have a part to play in supporting its delivery.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHE through designated lessons, circle time, focused events, SEAL themes
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

Specific Units of Work on SRE are planned into our teaching programme at Y5 & Y6. As described in our PSHE Topic Map. We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of the children more effectively.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to children's questions and will be encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator is accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service, plan INSET to meet staff needs.
- Governors hold responsibility for the SRE policy and will be assisted in implementing and monitoring it by the PSHE Co-ordinator.

*** Teaching Methodologies**

Ground Rules: It is essential that SRE is carried out in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions we shall ensure that personal revelation of sexual behaviour or attitudes by adults, pupils or about their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection officer in line with school policy.

Distancing Techniques: In order to reduce embarrassment and protect children's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, puppets, case studies, role-play, and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

e) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider gender, culture, ethnic origin, learning needs (including those of bilingual learners), religious beliefs and sexual orientation when planning and delivering SRE.

In relation to ethnicity, religious beliefs, language and cultural diversity, we value the different backgrounds of our children and, in acknowledging different experiences, views and beliefs, seek to promote understanding and appreciation.

In order to ensure the SRE Curriculum meets the needs of all:

- We will acknowledge that there are different lifestyles within our community
- We will not seek to gain consensus, but will accept and recognise difference.
- We will encourage respect.
- We will not ask children to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all children receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with children with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils

f) Resources

We will primarily use the Cambridgeshire PSHE Scheme of Work and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- Appeal to adults and children
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of SRE.

g) Visitors and Community Agencies Supporting SRE in School

Working with Visitors to Support SRE in the Classroom

- In our school, we believe that SRE is most effectively taught by those who know our children well and are aware of their needs. We would use visitors to enhance and enrich what we are already providing. If we did have visitors in school we would follow the Code of Practice, outlined in Appendix 1.

h) Confidentiality

In our school we have a clear and explicit child protection policy (paragraph 2.4 deals with issues regarding confidentiality), which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School brochure.

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Children will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

All visitors who, contribute to our planned SRE programme and other teaching situations, will follow the school's child protection policy and will ensure that children are aware of this when beginning work with them.

*** Child Protection**

We recognise that because effective SRE will alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

*** Sexually Active Children**

Primary: There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency. We offer support and guidance for all our staff to support their decisions relating to a disclosure.

i) Staff Training

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

j) Role of Governors

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the National Curriculum. This policy describes the governors' views on how SRE will be delivered in addition to the requirements of the National Curriculum.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings.

k) Children's Participation

We consider it essential to ensure that our SRE programme meets the needs of the children it is intended for. In order to achieve this we will involve children in the evaluation and development of their SRE in ways appropriate to their age..

- a. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- b. We will encourage children to ask questions as they arise by providing anonymous question boxes.

l) Working with Parents/Carers and our School Community

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that children say they would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers by letter of forthcoming SRE topics
- b. Inviting parents to review resources and activities used in SRE
- c. Making the SRE policy available to parents on request
- d. Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- e. Informing parents and carers about visits from professionals supporting the SRE programme

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory National Curriculum. This includes the elements of SRE to be found in the National Curriculum for Science. The school will make alternative arrangements for children whose parents or carers

withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Class Teacher to discuss the matter, the Class Teacher may then refer them to the Head. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfE Code 0706/2001 or download from www.dfe.gov.uk/sreandparents.) Parents or carers who have withdrawn their child will be asked to reconfirm their decision each year.

m) Monitoring and Evaluating SRE

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the head teacher, those delivering SRE, children and parents to inform judgements about effectiveness.

The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the PSHE Co-ordinator. The co-ordinator will gather information from children, staff and parents about the SRE curriculum, using a variety of tools, including pupil self evaluations, assessment activities, parent questionnaires and staff views.

n) Glossary

Abortion: the expulsion of a foetus from the womb. This may be spontaneous, but is most commonly used to describe a process where expulsion is induced.

AIDS: Acquired Immune Deficiency Syndrome (also know as SIDA Syndrome d'Immuno-Deficience Acquis)

Community: All people, who live, work or in some other way impact on the lives of children in the area in which they live.

Co-ordinator: The lead member of staff in school for a particular area of work.

DfE: Department for Education

HIV: Human Immunodeficiency Virus, the virus which leads to AIDS

PSHE: Personal, Social and Health Education

School: Any educational establishment, including Pupil Referral Unit or College of Further Education

SRE: Sex and Relationships Education

Visitor: Someone who is not a member of school staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

Children: Children and adolescents 3-19 years

Section 4 – Sensitive Issues

a) Puberty

We will teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

b) Contraception

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We have established guidelines for responding to these questions in 'Answering Children's Questions relating to SRE'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) STI's and HIV/Aids

Should these topics arise, we will address STI's and HIV/AIDS in the context of personal hygiene and reducing the transmission of disease, as described in the Entitlement Curriculum for SRE. We will not describe in detail the methods of transmission of sexually transmitted infection, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. We will consider personal safety in contexts familiar to the children (e.g. First Aid procedures). We will discuss the different ways any disease might be transmitted and steps a child might take to reduce its transmission. Adults in school will acknowledge questions about STI's of HIV/AIDS and respond appropriately, according the Guidance we offer to staff in Answering Children's Questions Relating to SRE.

e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexual identity, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice, where necessary. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

Appendix 1: Use of Visitors to Support SRE – Code of Practice

We will follow this Code of Practice when working with visitors:

- Visitors will never be asked to carry out the teacher's role in the care and management of pupils.
- Visitors will not be asked to work alone with pupils in a classroom situation.
- All visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher or PSHE Co-ordinator, taking account of the age and needs of the group and the context of the work within the PSHE programme.
- Visitors will be reminded that whilst contributing to planned SRE in a class teaching role, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use in the context of a lesson will be discussed and agreed with the PSHE Co-ordinator or a lead teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

Working with Visitors in non-classroom situations

When visitors are providing a service that is not classroom based, but which contributes to the delivery of planned SRE we will ensure that:

- Those providing the service have relevant CRB checks
- Those providing the service are aware of the SRE policy and that their provision complements it
- The service is valued and that there is commitment from the school
- Boundaries of different professionals are respected
- Appropriate facilities (e.g. location, space, telephone) are provided
- A named member of staff is identified for liaison with the service
- The service/provision is actively promoted by school staff
- Procedures are in place for regular evaluation and review.

In return visitors will ensure that:

- They are reliable
- They work within professional boundaries
- The service they provide complements the SRE policy and ethos of the school
- Appropriate information is shared with the school.