



Sex and Relationships Policy

Date:

Signed:

Implementing the Community Sex and Relationships Education Policy at Foxtton School

a) Introduction

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 children and staff.
- We provide a broad and balanced curriculum for all our children, having considered gender, ability and culture.
- We promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We provide sufficient information and support to enable our children to make safe choices.
- We help our young people to learn to respect themselves and others and move safely from childhood into adolescence.

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

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

This part of our SRE policy is the responsibility of the governing body and has been devised through discussion with staff at a staff meeting and by a working party representing parents and governors.. It was discussed and ratified by the school governors on 30/1/08.

b) Our Aims for Sex & Relationships Education

All adults will work towards achieving these aims for SRE in our school. We seek to enable young people to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage / stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- value, care for and respect their bodies
- be aware of and enjoy their developing sexuality

c) Delivering Entitlement Curriculum for Sexual & Relationships Education at Foxton School

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture and background 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 young people have a part to play in supporting the delivery of SRE.

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

- PSHE through designated lessons during Health Week, circle time, SEAL lessons.
- Other Curriculum areas, especially Science, English and RE.
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools journeys.
- Units of Work on SRE are planned into our teaching programme throughout the school. As described in our curriculum plans.
- We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups where this will help us to meet the needs of young people 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 teaching and support staff will be aware of the guidance on responding to young people'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 young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the Headteacher.
- The Headteacher and the PSHE co-ordinator are responsible for reviewing and evaluating SRE at our school.
- Governors hold responsibility for the SRE policy and will be assisted in implementing it by the teaching staff.

d) i) Teaching Methodologies

Ground Rules: It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people 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 young people 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 or children or 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 young people's privacy, we will employ teaching and learning strategies which enable children to discuss issues without reference to personal experience. For example, we will use fiction, puppets, case studies, role-play, videos and DVDs to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

e) Inclusion

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

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

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage exploitation.
- We will not ask young people 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 young people 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 young people 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 children

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 young people
- Appeal to adults and young people
- 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) Use of Visitors to Support SRE

In our school, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

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

- The care and management of children is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with children, but will be accompanied by a member of staff.
- The school will be aware of whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- 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 with in the PSHE programme.
- Visitors will be reminded that whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator or a lead teacher before hand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

h) Confidentiality

In our school we have a clear expectations about confidentiality, which are shared with staff, children and parents/carers. This statement is highlighted in our School Visitors pamphlet.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people 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.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual children in an agreed and planned school-based health service, such as a “drop in centre”. This often involves offering a greater level of confidentiality to young people, than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school’s confidentiality policy. Health professionals and youth workers will ensure that young people are aware of this when beginning work with them.

h) i) Child Protection

We recognise that because effective SRE will alert young people 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.

h) ii) Sexually Active Young People

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.

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 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 biannually on the agenda of governors' meetings. The policy will be available for any parent who wishes to read it.

k) Young People's Participation

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

- a. We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities
- b. We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- c. We will consult KS2 children, through class discussion, about their perception of the strengths of our SRE programme and the areas to be further developed.

l) Working with Parents/Carers and our School Community

We are committed to sharing our role as SRE 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 young people say they would prefer to receive information about SRE from the 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 a working party of 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
- e. Inviting parents to discuss their views and concerns about SRE on an informal basis

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 – currently, this includes the elements of SRE to be found in the National Curriculum Programmes of Study 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. 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 DfES Code 0706/2001 or download from www.dfes.gov.uk/sreandparents.)

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, the PSHE Co-ordinator 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 young people, 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 known as SIDA Syndrome d'Immuno-Deficiency Acquis)

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

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

DfES: Department for Education and Skills (previously known as DfEE Department for Education and Employment)

HIV: Human Immunodeficiency Virus, the virus which causes 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

STI: Sexually Transmitted Infection

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 (health professional, youth worker) or an individual (parent with a new baby).

Young People: Children and adolescents 3-19 years