

Bloxwich Academy

Sex and Relationships Education Policy

Introduction

This policy provides information on how we deliver Sex and Relationship Education (SRE) as part of the Personal, Social, Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics and links with the Personal, Social and Health Education and Citizenship policy.

Whilst we at Bloxwich Primary are aware that parents have the right to withdraw their children from all or part of the sex and relationship education curriculum provided at school, except for those parts included in the statutory National Curriculum, we would encourage any parent wishing to withdraw their child to discuss the situation with either the Head teacher or PSHE co-ordinator.

This policy is available to all staff, governors and parents on request. A copy of the policy is located in the school office and PSHE folder.

The policy identifies effective strategies that we will implement in this area of the curriculum and takes account of the OFSTED report "Time for Change" PSHE 2007.

As Personal, Social, Health Education and Citizenship (PSHEC) provide a natural and appropriate context for the provision of Sex and Relationship education in schools, this policy forms part of the school's PSHE and Citizenship policy. Other related policies and documents include the Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy and the Promoting Race Equality document.

Mission Statement

The teaching of Sex and Relationships Education at Bloxwich Primary supports the school's ethos. As a school we have a responsibility to all children to ensure that they receive their entitlement to quality Sex and Relationships Education. This is a vital part of the Every Child Matters agenda and supports the five outcomes. It will enable pupils to be safe, healthy, enjoy their lives, achieve success and lead them towards an independent lifestyle.

For the purpose of this policy Sex and Relationship Education is defined as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect and responsibility, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Management and Co-ordination

In accordance with government guidance the PSHE co-ordinator will be responsible for monitoring and evaluating this policy, supporting its implementation, and providing advice and support to governors, teachers and support staff. He/she will also be responsible for monitoring and evaluating the effectiveness of sex and relationship teaching and learning.

Aims and Objectives

The school believes that the essential aim of sex and relationship education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasizing the benefits of a healthy lifestyle. We believe that sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical

development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. We also believe that sex and relationship education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Issues raised by children will be dealt with honestly, taking into account the maturity of the child.

We have prioritised the following objectives:

- To promote pupils' self-esteem and confidence, especially in their relationships with others
- To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships
- To ensure that all children can protect themselves and ask for help and support
- To give pupils opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate and resist unwanted pressure
- To give pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To be responsive to differing needs and backgrounds
- To prepare young people for transitions and later life
- To fulfill statutory requirements and meet local targets

Staff Professional Development

Teachers of SRE need a sound knowledge of sex and relationship issues and need to feel confident and comfortable talking with pupils about these issues. All staff involved in the delivery of SRE will have access to professional development and support as required.

Sex and Relationships Education in the Curriculum

SRE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

Discrete curriculum time – e.g. as part of the planned PSHE curriculum

Basic curriculum time – e.g. through other curriculum areas such as science

Through activities, school events and ethos – e.g. pupils listening to and supporting each other, taking responsibility, challenging stereotypes, developing relationships etc.

Parents will be informed of the content of the SRE Curriculum Framework for SRE by the class teacher. A letter will be sent at the beginning of the term that the SRE will take place. Opportunity for parents to see and discuss the content of the lessons will be given and parents have the right to withdraw their child if they consider this appropriate .

Foundation Stage

The elements of SRE will be covered through learning and development within Personal and Social Education

These are:

- a) Social Development
- b) Emotional Development
- c) Knowledge and Understanding of the World

These form a solid basis for later work in SRE.

Science Curriculum

PSHE and Citizenship

Key Stage 1

By the end of Key Stage 1 pupils should be able to:

Know and understand:

Have thought about:

That animals including humans move, feed, grow, use their senses and reproduce

To recognise and compare the main external parts of the bodies of humans

That humans and animals can produce offspring and these grow into adults

To recognise the similarities between themselves and others and to treat others with sensitivity

Recognise and express pride in themselves

Recognise and name the basic feelings of happy, sad, frightened, angry

Make a friend, talk and share feelings with them

Recognise when they feel safe and unsafe

Use simple safety rules

Talk with someone they trust when they are worried

That both babies and pets have needs

That they have some control over their bodies and actions

Their responsibility in caring for younger children and / or their pets.

Why families are special for caring and sharing

Why teasing is hurtful

Science Curriculum

PSHE and Citizenship

Key Stage 2

By the end of Key Stage 2 pupils should be able to:

Know and understand:

Have thought about:

That the life processes common to humans and other animals include nutrition, growth and reproduction

The main stages of the human life cycle.

Recognise and tell others with pride what they are good at

Express opinions e.g. about relationships and bullying

Listen to, support their friends, and manage friendship problems

Recognise their changing emotions with friends and family and be able to express their feelings

Recognise the pressure of unwanted and inappropriate physical contact and know how to deal with it.

Ask for help from a range of adults they know and can trust.

Recognise and challenge stereotypes in relation to the gender.

Agreed names for sexual parts of the body.

The basic facts about processes of conception, pregnancy and birth.

The physical and emotional changes that take place at puberty, why they happen and how to manage periods and wet dreams.

About different forms of bullying and the feelings of both bullies and victims.

That safe routines can lessen the spread of viruses including the HIV virus

The many relationships in which they are all involved.

How a family is important to children growing up.

About different family arrangements including place of marriage.

How the media impacts on forming attitudes.

Where individuals, families and groups can go for reliable information

Puberty happens at different times for different people.

The diversity of lifestyles and why respect for diversity is important.

Why it is important to consider others' points of view, including those of their parents.

Why being different can provoke bullying and why this is unacceptable

Resources

Resources which support this area of the curriculum will be up to date, relevant to the pupils and presented in ways that are consistent with the fundamental aims of PSHE and Citizenship. Overall responsibility for SRE resources is held by the co-ordinator. Year group specific resources will be stored in relevant classrooms and general resources will be stored in the staff room.

External agencies help us to deliver SRE in our school include the school nurse when available.

Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned.

Bloxwich Primary believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Equal Opportunities

In line with the school's Equal Opportunities Policy individual pupil's needs will be met in order to ensure all children achieve academically and in their personal relationships. Particular consideration will be given to children with Special Educational Needs, with further support being given as necessary.

Assessment, recording and reporting

The assessment, recording and reporting of SRE will include skill development as well as knowledge and understanding and will take place in accordance with the school's Assessment Policy and the PSHE and Citizenship Policy.

Monitoring, evaluation and review

Provision for SRE will be monitored, evaluated and reviewed by the PSHE and Citizenship co-ordinator in line with the PSHE and Citizenship Policy.

Confidentiality

In accordance with the DfES 'Sex and Relationship Education Guidance we will ensure that:

all staff, pupils and parents/carers are aware of the school's safeguarding procedures

in the event of any child protection issues arising, these procedures are followed explicitly

pupils are informed of the limits of confidentiality that may be offered by teachers

ground rules are established at the outset of lessons within each class group and these may include:

a) No one will be obliged to answer a personal question

b) No one will be obliged to take part in the discussion

c) Differing points of view will be treated with respect

pupils are encouraged to talk to their parents or carer and, if necessary, given the support to do so

pupils are informed of sources of confidential support e.g. the school nurse, GP or local young person's advice service

Child Protection

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and all staff should be aware of and will follow the school's procedures for reporting their concerns.