

## Thorpe Willoughby C.P. School Sex and Relationships Policy

### Aims and Objectives

As a 'Rights Respecting School', the Governors and staff feel that in striving to create an atmosphere where every member of the school community feels respected and valued, where self esteem is nurtured and where principles of tolerance and equality are seen in action, that the teaching of how to build good relationships is crucial. Also that it be a natural part of every day school life. At Thorpe Willoughby C.P. School we wish to help our children towards an understanding of how to protect themselves from harm and to give them the confidence to seek help and support when they need it. Thereby enabling them to access their rights as outlined in the United Nations Children's Rights Charter (UNCRC).

The SRE (Sex and Relationships Education) policy is interlinked with our 'rights respecting' ethos and PSHCE policy which underpins all that we do in school. In addition it is also linked with the Science policy which deals with the physical aspects of being able to name body parts and enabling the children to understand how their bodies work and then preparing for puberty. There are also many cross curricular links with English in regard to developing speaking and listening skills necessary for talking, listening and thinking about feelings and relationships.

### Consultation

As a 'Rights Respecting School', it is very important for us to give children a voice in matters that concern them e.g. Article 12 of the UNCRC. Therefore in writing this policy pupils were consulted as were staff and parents/carers from all parts of the community. We have also been guided by the DFES publication "Sex and Relationships Guidance" (0116/2000) and the North Yorkshire Healthy Schools SRE policy checklist.

### What is SRE

SRE is the lifelong learning about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. There are three main elements:

### 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, including also strong and mutually supportive relationships outside marriage. It is important to ensure that there is not stigmatisation of children based on their home circumstances.
- 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 empathy and respect for others.
- Learning to make decisions based on an understanding of differences 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.

### **Knowledge and Understanding**

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

### **Framework of Values**

Effective SRE is essential if children and young people are to understand what makes and sustains a stable, loving relationship.

We want the children at Thorpe Willoughby C.P. School to be able to make responsible and informed decisions about their lives. We want children to have the knowledge, skills and understanding to manage conflict and keep themselves and others safe.

- Learn how to make, sustain and end relationships in a considerate and sensitive way.
- Learn and understand physical and emotional development at appropriate stages.
- Learn the value of respect, love and care.
- Learn to manage emotions and relationships confidently and sensitively.
- Learn how to avoid and not initiate exploitation and abuse e.g. bullying.
- Learn how to cope with the loss and the end of relationships.

### **Content of Programme**

Parts of the programme will be delivered through National Curriculum Programmes of Study. These are statutory and must be taught. The other areas will be covered through PSHCE lessons. Delivery of the SRE policy will be principally be taught by the teachers of the school however, where appropriate, external contributions may enhance what is being taught. Such visitors will be used in a planned way and their contributions evaluated. To

ensure consistency in this regard, all visitors will be asked to complete form HS2, **Partners in Education**. The intended outcomes are as follows:

Learning outcomes by Key Stage 1 (Ofsted report Sex and Relationships. 2002 HMI 433).

**By the end of Key Stage 1** (items \* and in *italics* are statutory and part of the National Curriculum Science Programme of Study)

Pupils will be able to: (Skills)

- *Recognise and compare the main external parts of the bodies of humans\**
- *Recognise similarities and differences between themselves and others and treat others with sensitivity\**.
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand: (knowledge and understanding)

- *That animals, including humans, grow and reproduce\**.
- *That humans and animals can produce offspring and these grow into adults\**.
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are alike and different to others.
- That they have some control over their actions and bodies.
- The names of the main **external** body including agreed names for sexual parts.
- Why families are special for caring and sharing.

Pupils will have considered: (attitudes and values)

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

Learning outcomes by Key Stage (Ofsted report Sex and Relationships, 2002 HMI 433).

By the end of **Key Stage 2** ((items \* and in *italics* are statutory and part of the National Curriculum Science Programme of Study).

Pupils will be able to:

- Express opinions e.g. about relationships and bullying.
- Listen to and support others.
- Respect other peoples viewpoints and beliefs.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self confident in a wide range of new situations, such as seeking new friends.
- Form opinions that they can articulate to a variety audiences.
- Recognise their own worth and identity positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well being and that of others.
- See things from other peoples viewpoints, for example their parents and their carers.
- Discuss moral questions.
- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes e.g. in relation to gender
- Recognise the pressure of unwanted physical contact and know ways of resisting it.

Pupils will know and understand:

- *That the life processes common to humans and other animals include growth and reproduction\*.*
- *About the main stages of the human life cycle\*.*
- That safe routines can stop the spread of viruses including HIV.
- About the physical stages that take place in puberty, why they happen and how to manage them (this work will take place form Year 5 based on pupil need).
- The many relationships in which they are involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and be able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why it is unacceptable.
- About, and accept, a wide range of different family arrangements e.g. second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles.
- Others point of view, including their parents or carers.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.

## **Assessment**

The children will be assessed in terms of their knowledge and understanding, acquisition and demonstration of skills and changes in attitudes. This may be done through observation during circle times, drama, conscience alley, small group discussion and specific work tasks such as creating posters or information leaflets.

## **Monitoring**

To ensure consistency and continuity throughout school, SRE will be monitored by the PSHCE subject leader as well as the class teachers. There will be opportunities for discussion with the staff who are delivering the curriculum, informal lesson observations, samples of children's work, evaluations from external agencies and the pupils themselves who will be given the opportunity to share their feelings and opinions via questionnaires and focus groups.

## **Needs of Individuals**

At Thorpe Willoughby C.P. School we believe that all people have the right to their own views and opinions and as a consequence we respect and are sensitive to the beliefs and opinions of different religious and cultural groups. We also understand that the needs of boys and girls may vary and contend that it is important to plan to meet the needs of these two groups. In addition we do not tolerate any bullying based on ability, race, gender or sexuality at the school and teach respect for all.

## **Roles and Responsibilities**

### **The PSHCE Subject Leader**

The PSHCE subject leader (Mrs Clare Donnison) will lead the subject including SRE throughout the school. She will liaise with Mrs Tracy Gleeson, the named Governor for PSHCE and SRE. She will be responsible for all aspects of the subject and in respect of this, responsibilities are to:

- Ensure that all staff are confident in the skills to teach and discuss SRE issues.
- Monitor and advise on organisation, planning and resource issues across the school.
- Review/update the policy annually in conjunction with the school community.

### **The Head Teacher**

The Head Teacher has responsibility for the day to day management of all aspects of the schools work, including teaching and learning.

The Head Teachers responsibilities in respect of SRE are to:

- Liaise with the PSHCE Subject Leader
- Keep the governing body fully informed of issues and progress in SRE.
- Act upon any concerns which may arise from pupil disclosure during SRE lessons.

### **The Governing Body**

The Governing Body, in co-operation with the Head Teacher, determines/agrees the schools general policy and approach to SRE provision for all pupils.

### **The Teacher**

Teaching children about SRE is a whole school process and all teachers are sensitive to each individual pupils needs. Teachers promote positive, healthy choices on a daily basis. It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy and in particular to:

- Establish with pupils a set of ground rules which set the parameters for discussion.
- Recognise when there is a concern and to follow concerns under Child Protection procedures.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepare pupils for choices, pressures and responsibilities of adult life.
- Approach the teaching of SRE with an awareness of the children's needs in this area.
- Inform children about SRE as part of the Science and PSHCE curriculum.

When teaching any work about SRE, sensitive questions may arise. Teachers should:

- Deflect questions that are of a personal nature by reference to the agreed ground rules (this also applies to pupils).
- Delay answers to some questions to allow clarification.

### **External Agencies**

Visitors may be invited to help the teaching and learning process. The Partners in Education Form HS2 (at the back of the PSHCE policy) must be completed before visitors are involved in the classroom.

### **Parents**

Parents are entitled by law to see this policy and to be informed of the schools SRE provision. In this, as in all aspects of school life we aim to encourage the development of a respectful parent/school partnership. Parents will be consulted before children are taught

about puberty and the changes that happen to both boys and girls at that time. They will be invited to view the resources including video materials.

Parents do have a legal right to withdraw their child from SRE (but not that which is taught as part of the Science National Curriculum) but any parent contemplating this is encouraged to discuss their concerns with the school beforehand as children will still learn from their friends even if they have not themselves been in the lesson. However as a 'Rights Respecting School' we respect the rights of families to hold their own views and opinions on this matter.

### **Staff Training**

Teachers will have on-going advice, support and training as part of their own professional development. Teachers, teaching assistants and HTLAs will be given the opportunity to discuss their roles and responsibilities with the SRE co-ordinator whereby any training needs can be highlighted and dealt with, either on an individual basis or if more appropriate as a group training session. Training of staff and resources will need to be reviewed annually and an action plan presented to ensure all targets set have been achieved and any resource requirements have been budgeted for.

### **Confidentiality**

It is the responsibility of Thorpe Willoughby C.P. School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the adults including Lunch time supervisors, TAs, teachers and head teacher will refer to the Child Protection Protocol as outlined in the schools Child Protection Policy. It may also be noted that all members of staff receive child protection training annually from North Yorkshire County Council. Under the Children Act 1989 adults "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare".

### **Local Support Services**

If further support/advice is required at any time with regard to the children and the teaching of SRE, or their safety and well being, the following agencies may be able to help: School Nurse, Education Social Worker, NSPCC and CAMHS (Children's Mental Health Services). Their contact numbers are available from the school office.

**Review date:** July 2013

Clare Donnison - PSHCE/SRE Subject Leader

