



St Thomas Primary School Sex and Relationships Education Policy

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Sex and Relationships Education Policy

1. Context

St. Thomas Primary School is a community primary school for girls and boys aged 4-11. The school has the capacity for 210 children on roll. Historically, children come from both single and dual parent families. In each year there are a few children identified with Special Educational Needs. There is a wide social mix and varied family backgrounds. The school covers an urban residential area. The school has an active PTA, which involves itself mostly in fund-raising activities, and the St. Thomas Community Action Partnership group, which organizes and manages projects for the benefit of the school and the community it serves.

2. Policy formation

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationships Education Guidance' (DfES 2000). It has also been written in line with the 'Every Child Matters' agenda with its five key outcomes of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Our school wishes to ensure all children are valued, that we build strong relationships with parents/carers and the wider community; and that we have robust and sensible policies and procedures in place to protect all children, and support those in specific need.

3. Aims of the Sex and Relationships Education programme

The PSHE and Citizenship curriculum will:

- Provide children with knowledge
- Develop skills
- Explore attitudes and values

Sex and Relationships Education(SRE) in this school will be developmental and relate to the age and needs of the children.

The term Sex and Relationships Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to focus also on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

Other school policies which have relevance to Sex and Relationships Education include:

Behaviour	Special Educational Needs
Anti-Bullying	Teaching and Learning
Child Protection	Drugs Education
Looked After Children (LAC)	Healthy Eating(2006)
Equal Opportunities	Health and Safety

4. Morals and values framework and ethos of the school statement

The Sex and Relationships Education programme will reflect the school's overarching aims and supportive school ethos. At St. Thomas Primary School all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

5. Equal opportunities statement

St. Thomas Primary School is committed to equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

The needs of boys as well as girls

Girls tend to have greater access to Sex and Relationships Education than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic, cultural and religious diversity

Different ethnic, cultural and religious groups may have different attitudes to Sex and Relationships Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle intolerant language and behaviour.

Special Educational Needs

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

6. Curriculum content

The DfEE recommends that all primary schools have a Sex and Relationships Education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born (as set out in KS1 & 2 of the Science NC). In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem. Our Sex and Relationships Education programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

Topics and themes will be revisited each year taking account of the childrens' development and needs, and the spiral curriculum programme. This has been developed in conjunction with the QCA curriculum guidelines for Sex and Relationships Education, PSHE and Citizenship and the Science curriculum.

At St. Thomas Primary School Sex and Relationships Education is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching Sex and Relationships Education through and in other subjects/curriculum areas, e.g. RE
- Teaching elements of the Sex and Relationships Education curriculum through the statutory Science KS1 and KS2 curriculum
- Through planned visits from parents/carers, and younger and older siblings
- Occasionally through assembly time
- Through pastoral care and guidance, including circle time and story time

Consideration will also be given to appropriate teaching methods [i.e. one-to-one, small group, whole class]. Single sex groups will be used to deliver parts of the programme as and when appropriate.

The content of the Sex and Relationships Education programme, including learning outcomes will include the following topics, which link directly with 'Health For Life' by Noreen Wetton and Trefor Williams :

- Me, and looking after myself
- Me, my family and my friends
- Me, my community and my environment

Learning outcomes for both Key Stage 1 and Key Stage 2 pupils identify skills, knowledge, attitudes and values, in terms of personal development, health and safety, relationships and active citizens.

7. Organisation

The PSHE Co-ordinator will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme. The co-ordinator will work in close co-operation with the head teacher and named governor for PSHE.

Children will receive timetabled PSHE and Citizenship lessons, together with other PSHE and Citizenship activities and events as detailed above. This will include the sex and relationships strand of the programme 'Health for Life' 4-7 and 8-11. Resources for this, and other aspects of PSHE and Citizenship activities are centrally kept in the main resources store. The PSHE Co-ordinator will bid for, and manage an annual budget, set by the Senior Management Team after curriculum audits each year.

A range of teaching strategies will be utilised to provide the breadth of effective learning opportunities outlined in the framework for all children. These include:

- active learning,
- enquiry and discussion exercises which involve the children's full participation.

At present all members of staff are committed to delivering the Sex and Relationships Education programme. Non-teaching staff may be involved in a supportive role in some Sex and Relationships Education lessons and also play an important, informal pastoral support role with children. They will have access to information about the Sex and Relationships Education programme and are fully supported in their pastoral role.

8. Specific issues

Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships Education. Ground rules are established in every class in order to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- Children will be encouraged to use the correct names for body parts.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator if concerned about how to respond.

Child Protection

Children occasionally make personal disclosures, either in class or to individual teachers. The school policy about Child Protection provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery.

At St. Thomas Primary School all organisations and visitors who visit to provide curriculum support, are issued with the following code of conduct:

- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- No visitors will work with children unsupervised.

The LA guidance on the use of External Organisations will be consulted for more details, as appropriate.

Legal obligations

As a maintained primary school in England and Wales, St Thomas Primary School has a legal responsibility to provide a Sex and Relationships Education programme. The school also has a responsibility to keep an up to date written statement of the policy adopted and this must be available to parents/carers.

Parents/Carers Right to Withdraw their child

St. Thomas Primary School is committed to working with parents/carers. Parents/carers have a right to withdraw their children from Sex and Relationships Education lessons which fall outside those aspects covered in the compulsory National Curriculum Science programme of study. Parents/carers wishing to exercise this right are asked to contact the head teacher who will explore their concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the child, and the possible negative experiences or feelings that the child might encounter and how these can be minimised. Once a child has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

Provision for pubertal children

Sanitary disposal units are located in the cubicles of the KS 2 girls' toilets. Girls requiring sanitary protection should go to the school office.

HIV/AIDS policy

The school follows the procedure outlined by the County Council to support children or staff affected by HIV/Aids.

The nature of support available to children

The school takes its role in the promotion of child wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children.

9. Assessment, recording and reporting

Assessment

Assessment for PSHE (including Sex and Relationships Education) will be carried out in a variety of ways including:

- children's reflection
- teachers' reflection

This will also be linked into key aspects such as bullying incidents, attendance and behaviour.

The PSHE co-ordinator will monitor the impact of the programme annually with reference to the defined learning outcomes and children's responses. Any relevant comments from recent OfSTED inspections, Devon Healthy Schools Award accreditation, or other evaluations completed will also be included in the evaluation and review process. Reports will be made by the Head teacher in conjunction with the PSHE Co-ordinator to the Governing Body, as required, and a summary will be included in the School Profile report to parents/carers.

Recording and Reporting

The children's achievements will be reported annually to parents/carers via the individual school report.

10. Dissemination of the policy

All staff members and governors will receive a copy of this policy. A copy will be available to view at the School Office upon request. Mention of the school's response to Sex and Relationships Education will be made in the school prospectus.

11. Monitoring and evaluation of the policy

The PSHE co-ordinator, in conjunction with the named PSHE governor will be responsible for the monitoring and evaluation of this policy.

Any relevant comments from recent OfSTED inspections, healthy schools status, or other evaluations completed will also be included in the evaluation and review process.

DMP
July, 2006.

Sex and Relationship Education Framework – Key themes for each age group

	ME AND LOOKING AFTER MYSELF	ME, MY FAMILY AND MY FRIENDS	ME, MY COMMUNITY AND MY ENVIRONMENT
RECEPTION	<p>(7) How do I know I am growing? What can I do now? Which parts of me are growing? What size and shape are people? What size and shape am I?.....</p> <p>(8) What do I think made me grow? Who helped me to grow?</p>	<p>(12) Who are the people I meet each day? How do I know I am me? How do they recognise me?.....</p>	
YEARS 1 & 2	<p>(14) What makes me the same as you? What are the feelings we all share?.....</p>		
YEARS 3 & 4	<p>(4) To keep my body healthy what do I need to know about:</p> <ul style="list-style-type: none"> • My body's reaction to all substances, including drugs, which I take in? • Germs and viruses, how they get into my body and about my important immune system. 	<p>(13) What makes me feel sad? Unsure?.....What makes other people feel like that? What can I do to feel better?.....</p> <p>(16) How can I value myself? How do other people show that they value me? How can I show that I value other people's space?.....</p>	<p>(19) How do I feel when I lose special things, break up with friends, or I am separated from people I love because they go away or die? Who can help me? How can I learn to cope? How can I help others cope?</p>

	ME AND LOOKING AFTER MYSELF	ME, MY FAMILY AND MY FRIENDS	ME, MY COMMUNITY AND MY ENVIRONMENT
YEARS 5 & 6	<p>(1) Coping with my changing body. Changing from being a girl to being a woman, changing from being a boy to being a man. What is happening to my body? On the outside? On the inside? What do I need to know about these changes and how they are preparing my body for the time if I become a mother or father of a baby? What do I need to know before I reach that stage? What helps me cope?</p>	<p>(24) What does it mean to be grown up? What is involved in growing – up? How do I feel about the changes in my body and other people's bodies? Why do some young people want to hurry into being grown up? What words should I use to tell and ask people about these changes? Who are the people I can ask for help?</p>	<p>(26) Does growing up mean taking on more responsibility? How can I be responsible for my body, my feelings and for what happens to me? How can I cope with my own and other people's emotions: love, loss, hate, envy, despair, separation, birth, death, grief, conflict, comfort, unease? How do I feel about my own and other people's sexuality?</p>