



Sex And Relationship Education Policy

This policy has been developed through a consultation process with staff, parents, governors, children and the Lambeth Healthy Schools partnership.

There is a named governor for PSHE and it is that governor's responsibility to ensure that this policy is carried out. It is the responsibility of all staff and outside agencies to work within the guidelines of this policy.

Rationale

The teaching and learning of Sex and Relationship Education or 'Health, Growth and Relationships Education' is taught at Crown Lane School using a discreet and consistent approach is a vital part of pupils' education. Health, Growth and Relationships Education at Crown Lane includes planned opportunities to support the development of self-confidence, ability to make safe choices and a focus on building relationships skills. It will enable pupils to engage harmoniously within the wider community promoting an understanding of the variety of family groups and other people who contribute to providing young people with the care, love and support they need to mature.

This policy has been developed so that staff and parents/ carers are clear about the statutory requirements regarding SRE. It will also ensure that pupils receive their educational entitlement. Through implementation of this policy the school will meet specific aspects of the legal and statutory requirements as outlined below. This policy is also complementary to the PSHE policy, behaviour policy and the child protection policy.

Values and Attitudes

SRE will be taught within a moral framework respecting and complementing the cultural and religious diversity of our school and the wider community. Children will learn about moral values through every aspect of school life and all curriculum areas so that the moral and values framework for the delivery of SRE should therefore promote the school mission statement.

"Crown Lane Primary School and Children's Centre works with families and the wider community to provide a caring and stimulating environment that is inclusive of the needs of all children and encourages them to take responsibility for their learning in order to achieve the highest possible standards."

SRE in our school will be taught within a framework which gives due regard to moral considerations and the values and attitudes of family life.

It will:

- Take account of pupils levels of knowledge and awareness of the issues being addressed
- Develop pupils self-respect through the promotion of self-esteem acknowledging the value of each individual pupil
- Reflect an understanding of the range of family groups that children live in
- Develop respect and sensitivity to others through a knowledge of difference

Encourage and support pupils to:

- Develop trusting relationships with other pupils and adults within the community.
- Take responsibility for their actions and the consequences of their actions
- Develop beliefs and opinions on complex issues

Aims of SRE Education

SRE is a lifelong process involving the growth of knowledge, the development of skills and the exploration of attitudes. Parents/ cares have a major responsibility to help children cope with the physical and emotional aspects of growing up. The school will support parents in this task and will ensure that all children are adequately and equally informed.

Taking into account the age, maturity and needs of the pupils at Crown Lane SRE aims to:

- Give clear information, developing an awareness and understanding of the human body.
- Equip pupils with the skills needed to develop a range of relationships.
- Provide information about agencies which can give support and information on health related issues.
- Support pupils to understand and express their feelings through providing the vocabulary, developing confidence and communication skills
- Develop an understanding of others beliefs needs and feelings.
- Develop an understanding of the individual's ability to make healthy choices
- Inform children honestly so that they may make safe choices later in their lives.
- Inform and support children with the emotional and physical changes they can expect during puberty so that they 're prepared for their own changes and are sensitivity to others at that time

These aims are supported by the DfEE circular 0116/2000 that states that at primary level SRE should contribute to the foundation of PSHE by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name the main parts of the body and describe how their bodies function
- Can protect themselves and ask for help and support
- Are prepared for the changes, physical and emotional that will take place as they grow.

Delivery of SRE at Crown Lane

Sex and Relationship education will be developed and co-ordinated by the Lead for Wellbeing and Pastoral Care, supported by the headteacher and deputy heads. SRE may be delivered by the class teacher, school nurse, Lead for Wellbeing and Pastoral Care or the education link service with support from the Healthy school Partnership.

Delivery will be through planned topics to include aspects of the science curriculum, pastoral time, school assemblies and stories. The Christopher Winter Project (CWP) Scheme of Work will be used by years 1 to 6 and at times modified depending on needs.

A range of teaching and learning styles will be used to support pupil participation and ensure the content of the session is inclusive. Single gender groups will be used as and when requested by the children or when appropriate. All staff will have had the opportunity to receive training on specific aspects of SRE through the Education Link Service and Lambeth Healthier school partnership. This training is offered annually and will also support the NQT induction programme.

A programme of work for SRE has been developed following a whole school needs assessment in February 2012 with parent consultation and governor consultation. The curriculum will be reviewed yearly after pupil needs assessments at the start of each academic year. Parents, staff and pupils were all involved in the development of the initial programme content. This programme will be available for parents to view upon request. This programme of work outlines the content of our whole school SRE programme. Parents will be informed termly about the Health, Growth and Relationships/SRE focus for the classes that term.

Specific Issues

Resources:

All resources for Sex and Relationships Education will be kept in the library, classrooms or Lead for Wellbeing and Pastoral Care's office with other PSHE resources. Relevant science resources can be found in the resource room. They also have access to additional resources which can be used. The CWP scheme of work will be saved on the school network and any necessary links or online resources saved with it.

Assessment:

Teachers should assess pupil progress against the learning objectives as set out in the programme of work. Assessment can be a combination of observation, discussions, record of work or self-assessment by the child.

Sensitive Issues/Questions:

If a child asks an explicit or sensitive question, staff will use their professional judgement in deciding the best way to answer it in an age appropriate way. If it is a Child Protection issue, staff can refer to the Child Protection Officer who can discuss the matter with the parent or follow other appropriate procedures. As with all other subjects teachers at Crown Lane are encouraged to be honest about their subject knowledge and must be confident about admitting if they do not know an answer to a question or not feel comfortable answering it. In this situation, teachers should acknowledge the child's question and seek advice from phase leaders, PSHE Lead or SMT.

Child Protection:

The school is legally required to refer concerns regarding Child Protection Issues including Sexual Abuse to other agencies such as social services. This will mean that sometimes school staff need to support an investigation into the care of individual children attending the school. The investigation does not mean that accusations are being made, but that a concern is being looked into.

A trusting relationship between pupil and staff is an important aspect of effective SRE; however it is important for pupils to understand that staff cannot maintain confidentiality. The member of staff will make a professional judgement about the significance of what an individual child may say, based on knowledge of that child and their particular circumstances. Any concerns that staff may have should be discussed immediately with the Child Protection Officer.

Harassment/Bullying:

Pupils come from a variety of backgrounds and are all entitled to learn in a supportive environment, free from fear. Some pupils may use inappropriate terms as a way to harass other pupils. This is unacceptable and will be dealt with as any other form for harassment through the school behaviour and anti-bullying policies.

Parents:

The teaching within the statutory science National curriculum is biological and is concerned with human reproduction. Parents cannot withdraw their child from this work.

Withdrawal:

However, as a school we believe in looking at SRE within a moral framework. Parents do have the right to withdraw from this part of the PSHE curriculum. We will encourage parents and carers to discuss this with the school before making a decision to withdraw. The school will inform all parents and carers when a pupil is taking part in this work and opportunities will be available for parents to discuss any concerns.

External Agency Support:

We appreciate and encourage support from outside agencies.

Teachers must be sure that the visitor:

- Understands areas needing to be covered
- Is sensitive to the schools ethos and aims
- Is aware of any sensitive issues
- Pupils must be prepared for the visit so that it is not seen in isolation.
- The PSHE Co-ordinator or lead teacher should ensure that the Quality Assessment Form (QAF) is completed between the school and every outside agency that visits.

Monitoring and Evaluating of this policy

Teacher Assessment will inform discussion about the successful implementation of the policy. Judgement about the success of the policy can also be made through gathering of evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided and from pupils about how SRE provision is meeting their needs.

This policy reviewed in April 2015.

The Policy is informed by the following guidance documents:

- Curriculum Guidance No. 5 Health Education (NCC 1990)
- SEN Code of Practice
- Sex and Relationship Education Guidance DfEE 0116/2000)
- Primary Curriculum, Initial Advice on Planning SCAA (1995)
- Child protection and schools (DfEE 11/95)

- Planning for Learning, Primary Planning Document (QAD 1996)
- National Healthy School Standard Guidance (DfEE 1999)
- Personal, social and health education and citizenship at KS1 and 2 (QCA 2000)