

THRELKELD C. E. PRIMARY SCHOOL SEX AND RELATIONSHIPS EDUCATION (SRE)

It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future. Sex and Relationships Education (SRE) will be provided in the form of structured **teacher-led** discussions. These structured discussions will be introduced with the Channel 4 Education “**Living and Growing**” DVD from the Primary Sex and Relationship Education Series, specially produced for this age group.

Younger pupils will have their questions answered openly and directly as they arise, particularly with reference to the work on life and growth in Science.

Sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In SRE, learning information about the physical aspects of sex, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

A summary of the school policy is in the School Prospectus, and a full copy is available for parents and other concerned parties, who wish to see it.

Specific Aims:

The following aims reflect those of the School and the general aims of the Cross-Curricular Themes, and show how SRE is delivered within the context of a moral framework.

1. To provide a broad and balanced SRE Programme which:
 - offers full entitlement and access for all including pupils with Special Needs;
 - operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.
2. To enable the pupils:
 - to understand that both sexes have responsibilities in sexual matters;
 - to have the skills to identify, resist and report any unwanted sexual experience;
 - to foster self-esteem, self-awareness and a sense of moral responsibility.
3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - i. the physical and emotional aspects of an individual’s development as a male or female; responsible attitudes and appropriate behaviour.
 - ii. family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
 - iii. the possibility of conception from menarche and a basic knowledge that there are ways of preventing unwanted pregnancies.
4. To clarify the modes of transmission of HIV and other Sexually Transmitted Diseases for reasons of personal safety - see separate policy on Drugs education.

Informing and Involving Parents:

The views and participation of parents is important for the most effective sex education. Parents can watch the series online at home - this may be for review purposes or simply to watch and discuss them with their child. Parents are fully informed and encouraged to have discussions at home.

The SRE programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
- Include the development of communication and social skills.
- Encourage the exploration and clarification of values and attitudes.

SRE will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiritual curriculum concept.

A sequence for teaching SRE

Ages 4-5

- People in my life. What they do for me and what I do for them.
- My moods – feeling happy, sad and so on.
- Friendships
- Loss and mourning – for example, a person, a pet.
- Keeping safe – danger I might come up against. Saying no.
- My body and other people's bodies – similarities and differences.
- The beginning of life – me, animals, plants
- Growth in people, animals and plants.
- Ageing – how we know things are alive, dead, young, old.

Ages 6-7

- Changes as we grow.
- Different types of families.
- Feelings in families (for example, love, jealousy).
- What helps people to get on with each other (for example, sharing, listening).
- What makes me happy.
- What I like or don't like about other people.
- Keeping safe.
- Caring for myself – hygiene, sleep, exercise.
- People who help me to care for myself.
- Inside my body – the function of different parts.

Ages 8-9

- Feelings – things which make me happy, sad, embarrassed, scared and so on.
- Difficult situations – for example teasing, bullying.
- Changes in my own body and in those of others.
- How babies begin and are born – how they grow.
- Family trees.
- Keeping healthy – exercise, diet, the immune system and so on.
- Friendship – who our friends are, how we make and lose friends.
- Making decisions – influences on me.
- Keeping safe.
- Varied lifestyles in the class and community – differences in others and how we feel about the differences.

Ages 10-11

- Decision-making, risk taking.
- Feelings about the future (for example changing schools)
- Families and how they behave – what members expect of each other.
- Celebrations of birth, christening, puberty, marriage and death in different cultures.
- Expressing feelings and how we do this, being assertive, not bullying.
- Differences and similarities in people.
- Sexuality – what is it and what words describe it.

- Body changes in me and others – why they are happening.
- Things that go into my body that help (for example good food and some drugs) and harm (for example some drugs, cigarette smoke and poisons)
- Messages about health and sexuality from television, internet films, newspapers/magazines.
- Cyberbullying and the dangers of social networks on the Internet.

Offering Advice:

The Governors and staff believe that the School's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception.

Explicit Questions:

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class, e.g. questions on oral and anal sex. In practice this means that teachers have to refer the pupil to their parents. The teacher may think it appropriate to discuss the child's concerns with the parents, or to discretely question the child further if the teacher feels that there may be a child abuse problem; however this should only be done after consultation with the school Child Protection Officer. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

Members of staff may not seek to express their own opinions or relate their own personal experiences.

Confidentiality:

Having considered all available advice and guidance the Governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the Headteacher in compliance with the LEA procedures for Child Protection. (See Child Protection Policy) The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

- teachers must not promise confidentiality even though they cannot be made to break it once given;
- pupils must be made aware that any incident may be conveyed to the Headteacher and possibly to parents;
- teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

N.B. Failure of staff to adhere to this statement may constitute grounds for disciplinary action.

Teachers can keep things children tell them confidential, if in the teacher's professional judgement, this is in the pupil's best interest. Teachers will normally pass on information to the School Child Protection Officer who will make a note of the conversation and any actions taken.

Withdrawing pupils from the Sex Education programme:

Relevant sections of this policy are made available to parents in the School prospectus together with details about the parent's right to withdraw their child from the non-biological aspects of sex education. Parents will always be provided with a full copy of this policy following a request to do so. The biological content of the SRE Programme is that described in the National Curriculum. Before enrolling at the School, a pupil's parents are sent a copy of the School Prospectus summarising the content of the SRE Policy.

Before the Yr 5 and 6 begin their SRE module, parents will receive an outline of the content of the Sex Education Programme and an offer to view the video. Parents can then exercise their right in withdrawing their child from part or all of the programme. Parents do not have to give reasons for withdrawal.

N.B. If the pupil does not agree with the parents desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Using Visiting Speakers and others:

We believe that most of the Sex Education Programme is best discussed openly with teachers who are known and trusted by the pupils. The School Nurse, can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of SRE.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the SRE policy. After gaining approval from the Headteacher for the visit the organiser makes the visitor aware of the ethos of the School and the manner of delivery of the SRE Programme.

Homosexuality:

Mention will be made of the existence of homosexual relationships during the SRE programme. This is to enable the pupils to understand the terms gay and lesbian; because of television this falls within the sphere of children's existing awareness. Homosexual acts will not be discussed. Homophobic bullying is not tolerated in Threlkeld School. (See Equality Policy)

Equal Opportunities Issues and Special Needs:

The nature of work undertaken must be appropriate to the age and maturity of the pupils. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

INSET:

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary.

Monitoring, Evaluating and Reviewing the SRE Programme:

We will continue to monitor and evaluate the effectiveness of this programme. Specifically important to the SRE Programme are:

- pupil feedback;
- staff review and feedback;
- parental feedback.

Approved by Governors Oct. 2014

Review date: Oct 2017