

White Court School



Sex and Relationships Education Policy
Reviewed May 2015

White Court School aims to create an environment where all pupils will have opportunities to develop their intellectual, social, physical, moral and aesthetic qualities in accordance with age, aptitude and ability.

Staff, Parents, The Governing Body, Health Advisors and Pupils were consulted on the following SRE Policy.

Statutory Guidance Sex and Relationship Education (DfEE 0116/2000)

Aims

SRE will reflect the values of the PSHE programme and the ethos of the school which encourages a healthy lifestyle, promotes safety and fosters consideration for others.

SRE will be taught in the context of relationships, helping them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community. SRE will promote children's self esteem and emotional well-being.

We believe that sex and relationships education should:

- Be developmental and appropriate to the age and stage of the child.
- Encourage the development of personal and interpersonal skills.
- Raise awareness of respect for themselves and others.
- Be relevant and meets the needs and experiences of all pupils
- Teach children about the significance of marriage and stable relationships
- Address how the differing needs of both boys and girls will be met.
- Show sensitivity towards children's home circumstances

Objectives- Learning outcomes

SRE will be delivered within the framework of PSHE and the Core Themes of Health and Wellbeing, Relationships, Living in the Wider World.

Child Protection

Teachers need to be aware that effective sex and relationships education can lead to disclosure of child protection issues.

Professional Confidentiality

A member of staff must never guarantee confidentiality to a pupil nor should agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to designated child protection co-ordinators and may require further investigation by appropriate authorities.

Mrs Diane Deans is the designated Child Protection Co-ordinator. Mrs Kathleen Raven, Mr Russell Pryke and Mrs Gill Pickering are Deputy Child Protection Co-ordinators.

Foundation Stage

In the Foundation Stage children will explore themes to develop their social and emotional skills. The Early Learning Goals form the basis for SRE at Key Stage 1 and 2.

Work will be based upon the development of the following skills:

Other policies which should be referred to are:

PSHE with Citizenship
Science
Child Protection
E-Safety
Equal opportunities
Inclusion
Race Equality
Home, School, Community and Industry Links Policy
RE
Behaviour and Anti-bullying
PE
Special Educational Needs

Links to other policies:

Cross Curricular Issues

Reference should be made to the White Court School Curriculum Framework and Delivery Policy, with particular emphasis on cross curricular links.

Equal Opportunities

The school will ensure that all children have equal opportunity to access the curriculum offered, regardless of gender, race, religion, culture or disability, as far as is possible.

Special Educational Needs

Teachers will assess individual pupil's needs and set work which will match their capabilities. Where possible, children may receive extra help either to resolve difficulties or to extend existing skills and knowledge.

Organisation of SRE

Aspects of SRE are taught as an integral part of the school's PSHE provision from Foundation stage to Year 6.

The learning outcomes of SRE will be achieved:

- Through PSHE with Citizenship curriculum
- Through a discrete programme specifically dedicated to SRE, some parts age-appropriate
- As part of cross curricular topics
- The National Curriculum in England 2014 Science curriculum
- the RE curriculum, Literacy

The content and amount of time spent on the programme will be flexible to meet the differing needs of groups of pupils or individuals, working from where the children are at.

Year 5 girls have some of their content delivered by the school Health Advisor. The Year 5 boys have a separate session covering boys' hygiene (See the scheme of work).

Year 6 have a joint session followed by separate sessions for girls and boys

The Deputy Heads work alongside the Year 5 and 6 staff both with the content and delivery.

Our school works closely with the school Health Advisor who supports or delivers parts of the SRE Programme. She offers expertise and can also make links between our school and other relevant

professionals. Discussion with the Health Advisor prior to their visit will take place to clarify the content of the lesson or to view any resources.

How we work with Parents and carers

The school is willing to share with parents the outline of the programme if they have any concerns. Parents are informed prior to the block of work in Years 5 and 6, enabling them to support at home. Information leaflets are sent home in Year 5 and 6

Withdrawal of pupils

The Education Act 1993 gives parents the right to withdraw their children from all or part of the programme offered.

Curriculum Co-ordinator's Role

PSHE Co-ordinator- is responsible for-

- Monitoring and implementing SRE in the curriculum
- Co-ordinating overall planning & delivery
- Evaluating the delivery of the curriculum.
- Ordering and maintaining resources
- Advising and supporting staff
- Moderating standards of achievement within the school.

Continuity and Progression

Team Leaders and Teachers will plan together using the agreed framework within the SRE Scheme of Work. This will ensure continuity and progression in SRE.

All teaching staff will be responsible for-

- Planning and delivering SRE
- Ensuring appropriate use of resources
- Sharing outcomes with the PSHE co-ordinator

Monitoring and Evaluation

Reference should be made to the school's document on How We Monitor and Evaluate the Curriculum. Evaluation of the SRE programme will be carried out regularly by the PSHE Governor, PSHE co-ordinator, children and parents or carers.

Reflecting on the programme, along with other audits and reviews will help identify training needs for staff and keep the programme relevant to the children.

Partnership in pupils' learning

White Court achieved the National Healthy Schools Award in 2006

The whole school community has continued to work at all the aspects of being a healthy school.

Dissemination of This Policy

This SRE Policy will be shared and discussed at staff meetings, Governors Curriculum Meetings and SMT meetings.

A copy of this policy will be available in the school office on request, on the school web site, in the Team Leaders' Policy File and a summary in the school prospectus.
Our SRE Policy will be reviewed regularly to keep in line with DfE Guidance and changes in staffing or resources.

Review

This policy will be reviewed annually. It will be monitored for its effect on different racial groups with reference to our Racial Equality Statement.

This policy was discussed at the Curriculum Committee – Summer Term 2015

It was ratified by the Full Governing Body Meeting on 15th June 2015

Guidance for staff

Ground rules and dealing with unexpected questions

Set the ground rules to create a safe environment in which staff do not feel embarrassed or anxious about unintended or unexpected questions from the children.

- No one (pupil or teacher) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Methods and approaches

The children's current level of knowledge, attitudes and opinions can be assessed through completion of:

- Time Lines
- Draw and write/tell activities
- Questionnaires
- Anonymous question boxes enabling the teacher to prepare the answers.
- Worry boxes
- Word collections e.g. collect all the words you think about when I say the word puberty, friendship etc

- A variety of methods and approaches are used to ensure that all pupils' learning styles are catered for.
- When appropriate and relevant single gender groups will be used to deliver the lesson.
- Videos
- Structured Discussions e.g. stereotyping, relationships
- Draw and write to ensure pupils needs are meeting their programme
- Role-play
- Circle time-can be very useful to develop key relationship and communication skills such as empathy, naming emotions
- Group work
- Games
- Drama
- Picture montages themes e.g. friends
- Puppets can be used to address gender roles, feelings especially for pupils for whom English is not their first language

Staff Training & Support

We aim to build staff confidence in delivering SRE by:

- Using staff meetings to discuss areas which staff may not feel confident/comfortable addressing
- Share ideas and experiences that have gone well
- Work in pairs 'team teach' more experienced/confident teacher with less confident supportive role
- Using anonymous question box approach so that staff can prepare answers.
- Staff can develop an appropriate response to questions which would be best answered on an individual basis
- Establish clear parameters with children *See Ground rules*
- Distancing techniques e.g. role play

How We Approach Teaching Of Specific & Sensitive Issues

We aim to create a safe and supportive environment in which children feel their views and needs are respected. A suitable climate is created that allows and encourages pupils to participate and to express their views and feelings.

Puberty- Year 5 and 6 follow blocks of time during the Summer Term linked in to changes
Preparation for puberty should be provided early enough to ensure that the proportion of children who are early starters are catered for. Both genders should have a basic knowledge of what happens to each gender.

Dealing with pupils' questions

If a pupil needs further support, the teacher can refer them to the appropriate person e.g. PSHE co-ordinator, the Health advisor or parent.

If a question is inappropriate for the whole class, or raises concerns, the teacher should acknowledge it and say they will attend to it later, on an individual basis or by an appropriate person. E.g. abortion, sexuality HIV/Aids

Year 6

Draw and write questions can often be answered through the follow up sessions either in mixed or single sex groups as appropriate.

Support for menstruation

Sanitary disposal facilities are provided in the year 5 and 6 girls toilets, the girls also keep their bags in the toilet cloakroom to enable them to be discrete, and emergency sanitary supplies are kept in the school office, girls are informed of whom they can go to for emergency supplies.

Resources

Our procedure for selecting and checking resources are; is the resource:

- Consistent with the values of the PSHE and SRE programme at White Court
- Appropriate in terms of language, images, attitude, maturity and understanding
- Accurate, balanced and inclusive.

Videos or DVD's will be viewed by the Deputy Heads to check for appropriateness, stereotyping, bias and prejudice

The resources that we currently use

www.ncb.org.uk/sef-suggestions for resources Sex Education forum

Foundation Stage and Key Stage 1

Health for Life-Nelson

Time to Talk-Books 1-3

Playground Books

-Feeling Left Out

-Making Friends

-Playing the Game

Circle Time Jenny Mosely

Golden Rules Stories

Positive Play Folder

Lower Key Stage 2

Health for Life-Nelson

Answers 1 7-9yrs (Posters, lesson plans)

Circle Time

BBC Video resource Pack 'Ourselves'

Time to Talk Book 3

Hand In Hand Noreen Wetton

Upper Key Stage 2

Health for Life-Nelson

Answers Pack2-9-11(Posters, lesson Plans)

Video Year 6-Girls Changes by Always

- Girls Talk
- Boys Talk
- BBC the end of Programme 3

Hand In Hand Noreen Wetton

Leaflets for boys and girls

Mummy Laid an Egg

Dr Xargle

www.fpa.org.uk

Sample Letter to Parents

To Parents of Year Five Children

Dear Parents

As your child is approaching the onset of puberty, we felt it would be an appropriate time to discuss the changes that will occur.

We have arranged for the School Nurse, to talk to the Year 5 girls on Tuesday 7th June. At the same time, the boys will have the opportunity to discuss the changes at puberty with a male member of staff.

If you have any concerns about this, please discuss them with me.

Yours sincerely