

Gillespie Primary School



Sex & Relationship Education Policy February 2017

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Introduction

Sex and Relationship Education (SRE) is seen by the whole school community as an important part of a child's development. Children need to expand knowledge and skills in order to make informed decisions. SRE supports the statutory social, moral, spiritual and cultural development of a child and is also a key aim of the national curriculum to prepare children for life.

We welcome and encourage partnership and co-operation with parents. Parents have a right to withdraw their children from lessons dealing with SRE but we will do our utmost to enable parents to discuss concerns they have with the school before making that decision. Lessons which deal with the biology of Sex Education are statutory.

Before SRE lessons in years 2, 4, 5 and 6 start, a curriculum letter to parents/carers is sent out describing the SRE their children will cover. In this way, parents/carers can be prepared to answer questions at home.

The school follows the Islington Personal Social Health & Economic (PSHE) Scheme (Nov 2016) which includes SRE Education.

Aims

The aim of the SRE policy is to provide information about what, why and how SRE is taught at Gillespie Primary School.

The aim of SRE is to support children in gaining, appropriate to age and maturity, accurate knowledge and understanding about sexuality and relationships.

It is consistent with the values and ethos of the school and is part of a wider framework of policies aimed at providing a safe, supportive and stimulating learning environment, including health and safety; safeguarding, child protection; behaviour management; equal opportunities; confidentiality; special educational needs; drug and alcohol and pastoral support.

SRE has three main elements: -

Attitudes and Values:

- To have self-respect and self-worth and respect and responsibility for others.
- To value and respect different types of relationships.
- To address stereotyping and give pupils a better understanding of diversity and inclusion, a reduction in gender- based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitive relationships
- To provide information about sex and relationships and learn to practice skills that will enable them to stay confident and safe

Personal and Social Skills

- To ensure that pupils are able to make informed, healthy choices, develop healthy relationships and appreciate the benefits of a healthy and happy lifestyle now and in the future
- To promote understanding of appropriate behaviour in public and private.
- To encourage self-awareness.
- To develop decision-making skills, including critical thinking, awareness of choices, how to deal with conflict situations and situations which require children to learn how to compromise.
- To develop communication skills with peers, parents and other adults.
- To encourage pupils to think and talk about their feelings, beliefs and values and compare these with those of their peers.

Knowledge and Understanding

- To understand the physical and emotional changes associated with puberty.
- To know what help is available and how to access it.
- To provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively.
- To provide appropriate information that is relevant to the needs, age and maturity of the pupils.
- To improve the awareness and understanding of the opposite gender and of sexuality.
- To be able to recognise, acknowledge and positively deal with emotions in self and appropriately respond to others.
- To enable pupils to communicate effectively by developing correct terminology for parts of the body and sex and relationships issues
- To help pupils develop personal and social skills to keep themselves safe from harm, both on and off line, enjoy their relationships and build confidence in accessing support and help.
- To provide accurate information which includes where to go for support and help

Teaching SRE and the Content of the SRE Programme

Principles of teaching SRE

SRE at Gillespie Primary School:

- is developmental and appropriate to the age and needs of every young person
- is part of a well planned programme, delivered in a supportive atmosphere, where pupils feel comfortable to engage in open discussion and feel confident to ask for help if necessary
- is taught after each class/group has worked together to establish its own ground rules about how they would like everyone to behave in order to learn
- includes boundaries for discussion and issues of confidentiality at the very beginning of SRE lessons each year
- is taught using the correct terminology, avoiding prejudiced-based language; we ensure that everybody understands this language
- uses a variety of teaching methods that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers
- Uses Information & Communication Technologies (ICT) to support the teaching of SRE when appropriate.

What is taught and when?

SRE is taught by class teachers, and naturally fits within the Personal, Social and Health Education framework. This helps to ensure that SRE is delivered in the wider context of relationships and that pupils are prepared for the opportunities, responsibilities and experiences of adult life. Some of the 'biological' aspects of SRE are covered within the science curriculum. Other aspects will be covered during circle time; story time and visits from external agencies. When appropriate boys and girls may receive some lessons separately.

The following subject areas will be taught as discreet subjects under the PSHE scheme:

SRE Area	Year Group & Term
Puberty	Year 4 summer term Year 6 Autumn Term
Menstruation and wet dreams	Year 5 summer term Year 6 Autumn Term
Conception	Year 6 Autumn Term
Contraception	Year 6 Autumn Term

The school will also wish to address other areas including: relationships, sexual identity and orientation, parenting, harassment and accessing services.

Ground rules

A set of ground rules will help teachers create a 'safe environment' in which children do not feel embarrassed or anxious. Ground rules should include each individual class's rules and additionally include:

- no one will 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 factual and sensible way.
- Questions may be answered later, by another staff member or parent but will always be answered
- Every question is a valid one

Who teaches SRE?

SRE is taught in the familiar surroundings of the child's classroom with the class teacher. When training arises, the PSHE coordinator will highlight the opportunity to the appropriate teachers.

Teaching materials and other resources

Gillespie primary school will use the Islington SRE scheme and the Science National Curriculum where appropriate. Any materials used to teach SRE will need to be appropriate for the age and level of maturity of pupils. They should also promote inclusion and equality of opportunity and challenge prejudice and stereotyping. Islington Primary Care Trust houses an extensive library from which teachers can borrow resources.

Equal opportunities and inclusion

All children and young people whatever their experience, background or identity are entitled to good quality SRE that helps them build confidence and a positive sense of self. Teaching of SRE in our school is inclusive for all children and our approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience... Staff approach SRE sensitively, knowing that their pupils are all different and have different family groupings. Teachers agree to work within the school's framework for SRE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of SRE.

Under the 1993 Education Act pupils can be withdrawn by their parents from parts of the sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum. Both boys and girls will be taught the same curriculum in mixed groups and during single sex sessions. Pupils with special needs will have access to the curriculum during lessons with the support usually required for other curriculum areas.

Evaluation and assessment

Assessment

Lessons are planned starting with assessing what pupils already know. In this way, teachers can also address any misconceptions they may have;

- brainstorms and discussions where teachers find out what pupils know and address any misconceptions
- an assessment serving as a baseline where progress can be assessed such as Draw and Write activities and quizzes

Pupil's progress will be assessed by;

- pupil reflective assessment sheets at the end of each topic
- written assignments
- pupil self evaluation
- one to one discussion

Monitoring and evaluation

The Senior Leadership Team is responsible for the monitoring and evaluation of SRE. A range of methods are used including:

- lesson observations
- interviews with children about their learning in SRE
- measuring pupil's learning
- short questionnaire for parents regarding their perception of the impact of the programme
- teachers sharing their response to each lessons – what went well/not so well
- what individual teachers added or deleted to lesson content
- teachers completing end of topic evaluations
- Data collected from initial needs assessments such as the Draw and Write technique is compared to same assessment at the end of a topic.
- reviewing the policy every 2-3 years – with the Governing Body

Confidentiality

Children may discuss issues openly in confidence with adults. If any issues arising give cause for concern we will deal with them in line with our Child Protection Policy.

Resources

Materials developed by Islington support staff
Living and Growing Video
Resource books in school
Community Support Officers

The policy and scheme are available to view on the school website and a paper copy can be requested at the school office.

Policy reviewed February 2017