



Gooseacre Primary Academy Sex and Relationship Education

Introduction

The school's sex and relationship education policy is based on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In developing this policy, the teaching and non-teaching staffs, the governors, parents, pupils and the school SRE Adviser were consulted. Sex and relationship education is taught as part of the PSHCE curriculum and, as such, the guidance given in the PSHCE policy applies here also. SRE is considered to be 'about physical, moral and emotional development and about understanding the importance of a stable family life with loving relationships, respect and care' and 'aim to prepare pupils to cope with the physical and emotional challenges of growing up, and give them an elementary understanding of human reproduction.'

Yorkshire and Humberside are reported to have the highest teenage pregnancy rates in the county and nationally. Sexually transmitted diseases are on the increase. Therefore, we at Gooseacre Primary Academy aim to develop the skills, attitudes and knowledge that equip our children to make responsible, healthy and informed choices in the future. Sex and relationships is a lifelong learning process, and we aim to set our children off to the best possible start.

(Source: 'Office for National Statistics and Teenage Pregnancy Unit') (Sex Education Forum 1999)

Aims The school's approach to sex and relationship education has three main elements:

Attitudes and Values

- To help pupils recognise that they are unique and valuable individuals.
- To learn about the value of family life and loving relationships and nurturing children.
- To learn about the value of respect, care and love.
- To help pupils maintain their own and each other's self esteem.

Personal and Social Skills

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To learn how to manage emotions and relationships confidently and sensitively.
- To develop self-respect and empathy for others.
- To develop their skills to protect themselves and ask for help and support.

Knowledge and understanding

- To help pupils develop their knowledge about the names of parts of the body and an understanding of how their bodies work.
- To learn and understand physical development at appropriate stages.

Context

We teach SRE in the context of the school's aims and values framework. While SRE in our school means that we give children information about positive relationships, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE in the belief that:

- sex education should be taught in the context of a stable and caring life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Entitlement

We recognise the value of the individual and strive to provide equal access of opportunity for all.

Delivery

SRE is delivered by teachers. Where appropriate, outside agencies such as school nurses may come into school to deliver topics alongside teaching staff to offer advice and give additional support. Teachers delivering SRE are supported through discussions with the PSHCE leader, Senior Leadership team and external agencies such as school nurses and advisory support. Staff training and refresher sessions are implemented every two years.

Organisation

We teach SRE through different aspects of the creative curriculum. While we carry out the main SRE teaching in our PSHCE curriculum, we also teach it through other subject areas (e.g. science and RE,) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, how it is changing and developing.

In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. Videos/DVDS and CD roms may also be used to help address issues in an appropriate manner.

SRE National Curriculum coverage

Foundation:

All about me
My family
People who help us
Life cycles

Year 1

Special people
Keeping the body healthy
Making choices for a healthy life
Life processes

Year 2

Special people
Keeping the body healthy
Making choices for a healthy life
Life processes

Year 3

Eating healthily, being active
Life processes

Year 4

Eating healthily, being active
How the body works and changes in puberty (light coverage)*
Life processes

Year 5

Support networks
How the body works and changes in puberty
Life processes

Year 6

Support networks
How the body works and changes in puberty
Contraception and STIs
Life processes

* We are aware that some children start puberty aged 8 and that it is important to educate all children in advance of puberty beginning. Puberty is therefore lightly covered in year 4 to enable children to understand the changes they are experiencing before they happen. Puberty is then revisited in year 5 and 6 in more depth.

Monitoring and assessment

As with any other subject this area of the curriculum will be monitored and assessed. Assessments will take many forms such as observational assessments, pupils work, teachers on-going assessments, children's responses and pupil self- assessment. Pupils are able to evaluate sessions and these evaluations used to ensure that the curriculum and teaching methods are meeting their needs. Monitoring will take place termly, by looking at planning, taking photographs of displayed work, observing lessons and work scrutiny. Vulnerable children will be monitored and assessed via the internal referral system and specific work undertaken by the school's Pastoral Care Team.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of

abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, he or she will bring them to the attention of the designated teacher with responsibility of Child Protection, who will deal with the matter appropriately.

Specific Issues within SRE

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect the opinions of others.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later or notes can be written privately and discussed later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Staff are able to seek further specialist advice and support from the school nurse if needed.

Sexual Identity and Sexual Orientation

Gooseacre Primary Academy believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaise with parents on this issue to reassure them of the content and context.

Parental Involvement

The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationship education policy and practice;
- answer any questions that parent's may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangement for sex education in the school.
- inform parents about the best practice known with regard to sex and relationship education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationship education programme that we teach, but not from the science aspects of sex and relationships that is taught. If parents wish their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Though the school complies

with the wishes of parents in this regard we hope that parents will not decide to withdraw their children as this subject is always taught sensitively in an age appropriate way.

PSHCE Leader

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