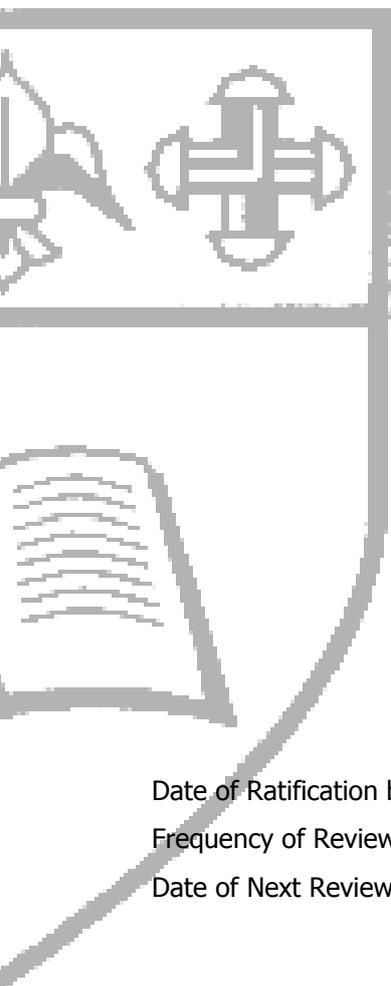


CROMER ROAD PRIMARY SCHOOL

Sex Education Policy



Date of Ratification by the Governing Body:

June 2015

Frequency of Review:

2 Yearly

Date of Next Review:

June 2017

CROMER ROAD SCHOOL
SEX & RELATIONSHIP EDUCATION

POLICY & WHOLE SCHOOL FRAMEWORK

Introduced May 2006, updated 2008, 2010, 2012, 2014 and to be reviewed in 2016

DESCRIPTION OF DOCUMENT FORMATION AND CONSULTATION PROCESS

The Stages/Process Undertaken:

1. Whilst Sex Education has been previously taught at Cromer Road, the Governing Body had raised this as an area for discussion and clarification in the light of the DCSF publication: Sex & Relationship Education Guidance.
2. The Head teacher provided avenues for debate through Parent Representative meetings and through staff meetings. Parents and governors (on a voluntary basis) and Y6 pupils undertook questionnaires relating to sex education.
3. The Head drafted a document which provided a basis for consultation with members of the governing body and staff. Parent Representatives were also invited to examine the draft policy document.

Issues considered

- Content of sex education within the core science curriculum and non-statutory aspects, as outlined in the National Curriculum 2000
- Methodology, style and approach location in curriculum
- Parental rights to withdraw children
- Confidentiality and current Child Protection Procedures
- Skills, attitudes and knowledge
- Moral framework
- Who would deliver sex education and the use of visitors to support teaching staff
- Sex and relationship Education and the law

AIMS AND OBJECTIVES OF SCHOOL SEX & RELATIONSHIP EDUCATION

Our provision of Sex & relationship Education should be:

- Developmental throughout the school and provide a foundation for further work in the secondary school.
- Be firmly rooted in the framework for PSHE so that facts about growing up are interwoven with a clear moral framework, which develops positive attitudes and raises the self- esteem of the children in our care.

The outcomes of this policy will be that our school actively

- Promotes the moral, cultural, mental and physical development of pupils at the school in preparation for having a responsible role in society
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life

The school will work towards this aim in partnership with parents.

The aim of the Sex & Relationship Education policy is to clarify the content and the manner in which sex education is delivered in this school.

MORAL AND VALUES FRAMEWORK

It is natural for caring adults to want to protect children from information, attitudes and lifestyles, which they themselves find distasteful. But it is important to recognise the power and confusion of informal learning – from for example television, magazines, newspapers, jokes, gossip and the wider community. This was discussed at an information evening predominantly for Y5/6 pupils, but to which all parents were made welcome. Following feedback from parents, staff and governors who attended, this will be repeated biannually, in line with policy review and the policy itself will be accessible via the school website.

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Respect for their own actions
- Responsibility for their family, friends, school and wider community

CONTENT HEADINGS FOR SCHOOL SEX EDUCATION PROGRAMME

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in 1999, which lie at the heart of our policy to raise standards and expectations for all pupils.'

(Sex & Relationship Guidance, DfES 2000)

The sex education programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils
- Provide opportunities for individuals to raise questions anonymously, through question boxes in classes and also in the main entrance for the attention of the Head teacher
- Celebrate the value of family life and marriage, but recognise that many of our children's experience may involve more complex arrangements, which need to be celebrated for the love and support they provide to those children.
- Through the teachers' and Head's knowledge of individual children, the Sex and Relationship Education aims to *include* all pupils, rather than *exclude*.
- Include the development of communication and social skills
 - Encourage the exploration and clarification of values and attitudes

Sex & Relationship Education 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 spiral curriculum concept.

A Sequence for teaching Sex & Relationship Education

All children are inquisitive about themselves, others and the World around them.

This policy aims to build upon that natural interest and provide information for our children in an holistic way, varying content depending upon the maturity of the children.

The resulting sequence takes into account the following guidance:

- Science statutory Curriculum 2000
- PSHE/Citizenship non statutory guidance
- Foundation Stage Early Learning Goals

- LA Advice
- Outcomes from National Children's Bureau Conference Autumn 2000
- Safeguarding and Child protection Policy
- Behaviour Policy
- Anti Bullying Policy

Ages 4- 5 (Foundation Stage)

- People in my life. What they do for me and what I do for them.
- My moods – feeling sad, happy, excited, scared etc (Photocards)
- Friendships (Story - A Friend for a Bear/Rainbow Fish)
- Transitions.
- The beginning of life – me, animals and plants.

Ages 5- 6 (Year 1)

- Loss and Mourning – for example a person or a pet (Story – Dogger).
- Keeping safe – danger I might come up against/Saying no (Police visits).
- My body and other people's bodies - similarities and differences.
- The beginning of life – me, animals and plants (Science).
- Growth in people, animals and plants (Science).
- Aging – how we know things are alive, dead, young old (Science).

Ages 6-7 Y2

- Changes as we grow
- Different types of families
- Feelings in families (for example, love, jealousy) see photocards
- What helps people to get on with each other (for example, listening/sharing)
- What makes me happy
- What I like or don't like about other people
- Keeping safe (police/internet)

- Caring for myself-hygiene, sleep, exercise
- People who help me to care for myself
- Inside my body-the functions of different parts (Science)

Ages 8-9: Y3 & 4

- Feelings-things which make me happy, sad, embarrassed, scared and so on
- Difficult situations-for example, teasing and bullying
- Changes in my own body and in those of others
- How babies begin and are born-how they grown: *This will be modified to meet the maturity of the children and will involve research, prior to content being established, by the class teacher in consultation with the Head.* This is mentioned here as some Year 4 girls are maturing physically at a far earlier rate than in the past.
- Family trees. **CARE:** *Teacher's awareness of individual circumstances is paramount here. These can link to historical figures rather than own family if teacher deems this more appropriate.*
- 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: The role of Playground Buddies extends this for Year 4
- Keeping safe
- Various lifestyles in the class and community-differences in others and how we feel about differences

Ages 10-11 Y5/Y6:

- Growing up- a guide to puberty
- Body changes in me and others-why they are happening
- Decision-making, risk-taking
- Feelings about the future (for example changing school – see Transition work)
- Families and how they behave-what members expect of each other
- Celebrations of birth, christening, puberty, marriage and death in different cultures, with an emphasis upon the Christian traditions. See R.E Policy

- Expressing feelings and how we do this; being assertive, not aggressive
- Differences and similarities in people
- Sexuality-what is it and what words describe it
- Things that go into my body that help(for example, good food, and some drugs) and harm (for example some drugs, cigarette smoke, poisons)
- Messages about health and sexuality from television, films, newspapers. For example stereotyping, bias or prejudice.

ORGANISATION OF SCHOOL EDUCATION

Co-ordination

Sex education will be co-ordinated by the member of staff leading PHSE. Much of it will be derived from our PSHE Policy and scheme of work.

Delivery

- As topics
- Through planned aspects of science
- Through pastoral time, eg Circle Time
- Addressed occasionally in assembly time, through weekly themes, when relevant, eg Celebrations or new Life.
- Through occasional visits from the school nurse, parents and younger or older siblings
- Through the use of story time, show and tell time, special events, eg Feelin' Good Week.
- Through the use of Literacy texts to examine key skills relevant to PSHE strands 1-4 and therefore, Sex & Relationship Education.

Teaching Methods

- As in all aspects of teaching and learning at Cromer Road, the quality of planning and delivery will be of a high standard with the style of delivery being sufficiently flexible to build upon the strengths of the individual teacher.
- Active learning methods which involve children's full participation will be used.
- Single gender groups will be used as deemed appropriate and relevant, by the teacher involved in delivering the curriculum, especially at Upper Key Stage 2.
- If appropriate, the children may be grouped to cater for the varying maturity within a class.

Resources

The range of material used will be available for review on request to Head teacher.

Books are available to the children in the library. Further resources are ordered via the Schools Library Service.

Who Will Teach it?

At present all members of staff are committed to delivering the programme. However, if a member of staff feels ill equipped to take on the programme, the Head will deliver the programme. Whilst a support structure and policy are available staff development and staff training are key issues in ensuring quality teaching and learning.

Elements of sex education in the Science curriculum will be assessed formally, whilst the non statutory aspects will be monitored through the collation of evidence from question boxes, teacher evaluation notes accompanying planning and work arising from the children.

STATEMENTS REGARDING SPECIFIC ISSUES

Working with Parents

The school is committed to working with parents. Under the Education Act 1993, pupils can be withdrawn by their parents from the part of sex education that is *outside the composite elements of sex education contained in the Science National Curriculum*. This is reinforced in Sex & Relationship Guidance 2000, as is the need for working in partnership with parents, consulting the regularly on the content of this area of learning.

Parents wanting to exercise this right are invited to see the Headteacher, who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Head will talk with parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised.

Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed. **We are sensitive to multicultural issues and use the Inclusive Education Team for language guidance when required.**

Sex education materials are available via Libraries and with advice from PSHE Advisers for those parents who wish to deliver Sex & Relationship Education to their children at home, as a result of the course undertaken in school.

Child Sexual Abuse

The school has a Safeguarding and Child Protection Policy, the Head and in her absence, the Deputy Head is responsible for this.

Confidentiality

Teachers cannot guarantee confidentiality to a child/ adult. If a member of staff believes that a child is at risk or in danger she/he will talk to the designated person in charge of child protection who will decide on any action to be taken.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head if they are concerned.

Children can raise questions anonymously via a question box, which is available in the classroom. This is considered vital in

- Developing trust
- Giving the teacher time to reflect/seek advice before answering difficult/sensitive questions.

Use of Visitors

There are various people who can resource and support school- based Sex & Relationship Education. These people may include parents, the school nurse, health or religious professionals.

Anyone involved in supporting the Sex & Relationship Education at Cromer Road will need to sign the agreement below, which will be retained by the Head teacher to ensure school policy is adhered to:

Cromer Road Primary School Contract for Visitors involved in our provision of Sex & Relationship Education

I _____ agree to follow Cromer Road's policy guidelines for Sex & Relationship Education when working with Class _____ and class teacher _____.

During my visit:

- The class teacher will be present at all times
- Any issues raised beyond the policy will be fed back to the Head teacher, to aid future development of this work.
- Materials given to the children will be approved by the class teacher prior to distribution
- Our school ethos will be respected

Signed: _____

Date: _____

Role: (Parent/ School Nurse etc) _____

PROCEDURES FOR POLICY MONITORING AND EVALUATION

The policy will be reviewed in March 2012 using a consultative process which will identify teachers', pupils' and parents' feedback on the Sex and Relationship Education Programme.

A report will be made by the Head teacher to the governors, outlining any feedback arising from the Information Evening for school stakeholders.

INCLUSION

We are committed to working towards equality of opportunity in all aspects of school life. All resources and methods have been checked against the following inclusion criteria. (See Inclusion Policy)

Resource checklist (Taken from Sexuality and Relationships Resource List, HEA)

- Is it likely to appeal to its proposed audience?
- Is it consistent with our agreed policy aims and objectives?
- Does it fit in with our existing style (materials and methodologies) of health/sex education?
- Do we feel it is appropriate for the needs of our students in terms of language and images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it enable you to take pupils emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism and other forms of stereotyping?
- Could the resource be adapted or extended to suit the needs of you students?
- Do we feel comfortable about using this resource?
- Do we feel there is an undue bias in this resource?
- Is it factually correct?
- Will any staff training be needed?
- Is it well designed, flexible, durable, easy to store?
- Does it conform to the legal requirements for sex education?
- Have we consulted with CSF (Children, Schools and Families) agencies to ensure we are up to date with the resources on offer?

DISSEMINATION OF THE POLICY

All staff members, governors and interested parents have received a draft copy of this policy and scheme of work. Their views and alterations have been taken into account. A short summary is included in the school prospectus. The policy and scheme of work have been fully discussed in a governors' meeting and staff meeting. A full copy of this is published on the school website.