

BURFORD SCHOOL



Burford School

Sex and Relationships Education Policy



INVESTOR IN PEOPLE





SEX AND RELATIONSHIPS EDUCATION POLICY

This policy was approved by the governing body in Mar '09

This policy will be reviewed Spring 2010

INTRODUCTION

1. Rationale

A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting an SRE programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

2. Aims and Objectives of School Sex and Relationships Education Policy

Burford School believes that sex and relationships education in this school will be developmental and a foundation for further work in secondary school.

Sex and relationships education in this school will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life

Burford School will follow the DFREE SRE Guidance 2000 in its policy and delivery of Sex and relationships education as follows:

‘ all schools must have an up to date policy which is made available for inspection to parents. The policy must:

- define sex and relationship education
- describe how sex and relationship education is provided and who is responsible for providing it
- say how sex and relationship education is monitored and evaluated
- include parents’ right to withdrawal
- be reviewed regularly

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

The aim of the sex and relationships education policy is to clarify the content and the manner in which sex and relationships education is delivered in this school.

3. Objectives for Sex and Relationships Education

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly, without embarrassment and where trust and confidentiality are ensured
- to enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- to enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- to enable pupils to develop the ability to form positive, non-exploitative relationships
- to enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable pupils to understand the process of human reproduction
- to emphasise the role and the value of family life
- to enable pupils to know what is and what is not legal, in matters relating to sexual activity
- to inform pupils of where they can go for further information and advice.

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by staff who are experienced and have been specifically trained in this aspect of education.

Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one’s actions in all situations

- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others.

4. Moral and Values Framework

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

- respect for self
- respect for others
- responsibility for one's own actions
- responsibility for one's family, friends, school and wider community.

5. Organisation of School Sex and Relationships Education

Co-ordination

Sex and relationships education will be co-ordinated by the PSHE/Science/RE co-ordinators.

Delivery

- through planned aspects of Science, PSHE and RE
- through pastoral time
- addressed occasionally in Assembly time
- through occasional visits from the school nurse, parents and younger or older siblings
- through the use of story time, show and tell time
- Specific sex and relationships education programme.
- Year 5 have a talk with the school nurse in single sex groups focussing on hygiene and introducing puberty.
- Through Science the life cycles topic covers stages in the growth and development of humans from birth to adulthood.
- Year 6 in PSHE deal with changes, relationships, puberty and making babies.

Teaching Methods

Active learning methods which involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant.

Resources

The range of material used will be drawn from subject related resources and provided by visiting professionals. Books are available to the children in the library. All are appropriate for the age range of the children involved.

Who Will Teach It?

All members of staff are involved in delivering the programme, with support from visiting professionals.

Evaluation of the Programme

Elements of sex and relationships education may form part of the science, PSHE and RE curriculum and will be assessed formally and informally.

6. Specific Issues Statements

Working With Parents

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from parts of sex and relationships education that is outside the compulsory elements contained in the science National Curriculum.

Child Protection

The school has a child protection policy and procedure which is available on request.

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, supported by senior management, must use their skill and discretion in these situations.

Use of Visitors

There are various people who can resource and support school based sex and relationships education. These people include the school nurse or other health professionals. When a visitor works in school, the teacher will remain with the class so that subsequent work can build on the visitor's input.

7. Procedures for Policy Monitoring and Evaluation

The policy will be reviewed using a consultative process which identifies teachers', pupils' and parents' feedback on the sex and relationships education programme. The PSHE and Science co-ordinators are responsible for monitoring the standards of children's work and the quality of teaching. The subject co-ordinators support colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subjects and by providing a strategic lead and direction for the subject in the school. There is a rolling programme for reviewing our school policies.

8. Equal Opportunities

Burford School is committed to working towards equality of opportunity in all aspects of school life. Sex and relationships education will meet all requirements of the School's Equal Opportunity Policy.

Appendix A

1. **The People Involved**

The Curriculum Committee of the Governing Body
Science Co-ordinator
PSHE Co-ordinator

2. **The Stages/Process Undertaken**

- The process for the development of the policy was agreed at a meeting of the Governors.
- The working group was briefed by the local education authority PSHE Adviser.
- The previous sex education policy, OFSTED report and equal opportunities policy were all reviewed.
- An audit of sex education in each year was undertaken by teaching staff.
- A letter describing sex education was sent to Year 6 parents. Parents were asked to complete a questionnaire in order to identify needs.
- A sex education awareness evening meeting was held for Year 6 parents, teachers and governors. Materials and resources were made available for review.

3. **Issues Considered**

- content of sex education
- methodology, style and approach, location in curriculum (Year 5/6 Science – changes in our bodies, RE and PSHE, Year 6 – sex and relationships education)
- withdrawal of children
- confidentiality
- child protection
- skills
- moral framework – responsibility and relationships
- who would deliver sex education, use of visitors – nurse, class teachers
- different types of families
- language.

Appendix B

Content Headings for School Sex and Relationships Education Programme

The sex and relationships education programme will:

- provide information which is easy to understand, 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.

Sex and relationships 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 pupils' development and the spiral curriculum concept.

A Sequence for Teaching Sex Education

Years R-1

- 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
 1. Different Types Of Family.

Years 2-3

- Changes As We Grow
- Feelings In Families (for example, love, jealousy)
- 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
- Caring For Myself – Hygiene, Sleep, Exercise
- People Who Help Me To Care For Myself

Years 4-5

- Inside My Body – The Functions Of Different Parts
- 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 Grow
- Family Trees
- Keeping Healthy – Exercise, Diet, The Immune System
- 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 Differences
- Things That Go Into My Body That Help (for example, good food, and some drugs) and harm (for example some drugs, cigarette smoke, poisons).

Year 6

- 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
- Body Changes In Me And Others – Why They Are Happening
- Messages About Health And Sexuality From Television, Films, Newspapers.

**Sex and relationships education Policy / Catherine Willis
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