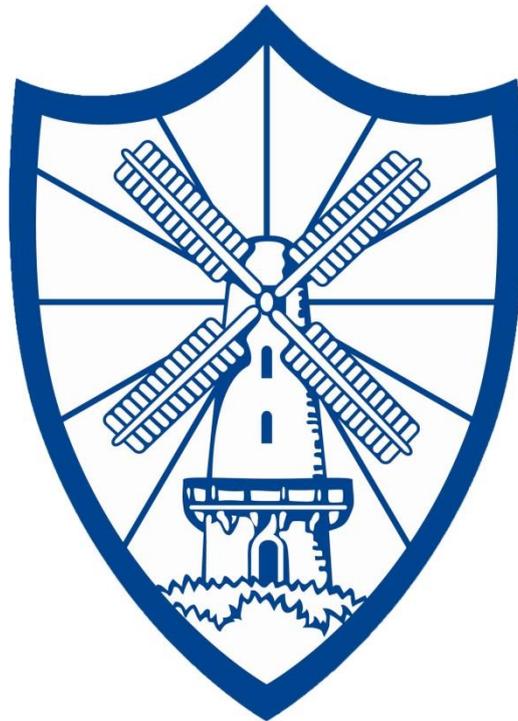


Meopham Community Academy



Relationships and Sex Education Policy

This policy was reviewed by: Becky Nicholson, Headteacher

Date: June 2018

Approved by Governors:

Next review date: June 2020

Rationale

The teaching of SRE (Sex and Relationship Education) needs to be more than the biological teaching of sex. In addition to accurate information, children need to be given the opportunity to discuss and consider relationships, in the context of marriage and the family, recognising other stable relationships, and reflect on difficult moral and social issues, so that they learn to respect themselves and others as they grow up. We deliver a balanced, age-appropriate programme of intervention and support which builds children's self-esteem and achievements, and enables them to take responsible decisions about their lives. It contributes towards the school ethos. This policy is a statutory requirement and is available to parents on request and is designed to give an overview of SRE within the school. SRE contributes to the two strands of entitlement to health and safety in the Every Child Matters programme. It is an integral part of our work towards the National Healthy Schools Standard. It is taught in the national context of the promotion of sexual health and the reduction in teenage conceptions.

Aims

- The development of a personal identity, to be able to value themselves and others
- The development of positive social interaction, and the skills to live and work with others

Objectives

- Develop a clear set of values and attitudes, including establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Learn to live and enjoy a healthy, safer lifestyle
- Develop an active role as a member of a family and of the community
- Value family and marriage as one of the foundations of a civilised society
- Respect the rule of law and encourage others to do so
- Know and understand their physical development
- Respect themselves and others
- Manage emotions and relationships confidently and sensitively
- Recognise and avoid abuse
- Be responsible for their actions and their consequences
- Develop the life skills of communication, listening, negotiation and recognising pressures

Planning and delivering the curriculum

SRE is delivered through the Personal, Social and Health Education and Citizenship Curriculum in order that children receive their SRE in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life. Research demonstrates that pupils learn most effectively about relationships, attitudes and values when given the opportunity to discuss with the teacher, other adults and each other

in a structured way. Effective teaching involves a range of teaching strategies, including group work, Circle Time, debate, discussion, role-play, video and the use of visitors and outside agencies. All activities in the school contribute to its ethos, and therefore SRE, such as the work of midday supervisors, through collective worship and extra-curricular activities.

The objectives for SRE are delivered through the PSHE Scheme of Work as follows:

Year R

- Have a developing awareness of their own needs and be sensitive to those of others.
- Understand that they can expect others to treat their needs with respect.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Find out about events in their own lives, in those of their families and other people they know.

Year 1

- Learn how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend.
- Know that emotions vary in intensity from mild to very powerful.
- Know that sometimes we have to share people and things.
- Know how we make changes in our lives.
- To extend their understanding of their own and others' healthy lifestyles.

Year 2

- To experience how supportive it feels to belong to and be valued by a group.
- To develop an understanding that our behaviour influences the feelings and behaviour of other people.
- To use knowledge and skills to make informed and responsible personal choices.
- Understand that people have to make hard choices that affect others.

Year 3

- To be introduced to some basic skills of assertiveness.
- Become more responsible for their healthy lifestyle.
- Know that more than one feeling can be experienced at a time.
- To consider some ways in which change is positive, developmental and necessary
- To understand that people make their own choices.
- To develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings.

Year 4

- To be able to resist pressure and influence
- To know some of the changes in their bodies as they approach puberty and how to deal with them.

- Know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it.
- Develop strategies to recognise feelings in others and to help others overcome negative feelings.
- Use problem- solving skills to generate solutions, decide on a course of action, implement it, and review it.

Year 5

- Explore friendship choices.
- To revise knowledge of some of the changes in their bodies as they approach puberty and how to deal with them.
- To be able to assess risks and make appropriate, safe decisions.
- Explore the idea that negative feelings about change do not last for ever.
- To learn about every human's basic rights and the differences between needs, wants and rights.

Year 6

- Know that there are both internal and external body changes during puberty.
- Know that each person is made from an egg from a woman and a sperm from a man
- Know how it feels to hold a minority opinion, feel confident in standing up for your beliefs.
- To explore the importance of taking responsibility for action and behaviour.
- Develop strategies for managing their feelings.
- Learn a number of strategies for dealing with embarrassment.
- Develop strategies that enable them to manage change more effectively.

Formal SRE lessons

In addition in Year 4, 5 and 6, separate SRE lessons are delivered by the SRE Coordinator and sometimes the class teacher. Details are always provided in advance to parents either in letters, at a meeting or upon request from the SRE Coordinator. Research demonstrates that good SRE does not encourage pupils to engage in sexual activity. Indeed they are more likely to delay such activity. If teachers decide only to respond to questions when they arise this limits parents' rights to withdraw their child. If parents know that certain topics are to be covered in school this can form a basis for discussion at home. Staff and Governors take into account the views of children when planning the programme for SRE. The School Council can provide a forum for children's response. Parents are consulted through letters, questionnaires or the parent consultation group.

In the summer term of Year 4 (since children are maturing and developing earlier) we offer separate introductory sessions on personal hygiene, including some of the changes in their bodies as they approach puberty and how to deal with them; this is revised in the summer term of Year 5. Separate lessons on external and internal body changes during puberty and an introduction to human reproduction are given in the summer term of Year 6. Parents have a right to withdraw their children from these specific lessons only, as other coverage is included in the statutory National Curriculum.

The Year 4 and 5 personal hygiene lessons, covering cleanliness, external body changes and menstruation are given to boys and girls separately. Information about arrangements for menstruation is given to parents in Year 4. The Year 6 lessons on puberty are given to mixed groups of boys and girls, with the support of a Channel 4 Learning DVD, which parents are invited to view in advance. Following initial input from the DVD, follow up discussions are held with boys and girls separately.

The programmes have the following themes:

- Programme 1: Changes – this looks at the changes that take place during puberty and reaffirms that these changes are part of the normal and natural process of growing up.
- Programme 2: How Babies Are Made – this programme emphasises the importance of loving, caring relationships between couples and the value of the family.
- Programme 3: How Babies are Born – this focuses on the development of the baby in the womb and the needs of the mother and baby. It does include footage of a baby being born.

Cross-curricular opportunities

Some subjects such as Science make a clear, focused contribution, whilst the opportunities in other subjects are less obvious:

- Discussion of specific relationships and moral dilemmas through Literacy
- Discussion of cultural traditions through RE
- Wider social issues through Geography and History
- Discussions of feelings and emotions in Art or Music

Assessment, recording and reporting

Opportunities for assessment, both written and by observation are identified in medium term PSHE plans. Information about pupils' attainment is recorded on the termly Foundation Subjects class assessment sheet and will feed into the planning process in order to provide appropriately challenging work. The annual report is based on recorded evidence and pupil achievement in the level descriptors of the National Curriculum. Much of the learning in SRE is of a highly personal nature so assessment needs to be carried out with discretion. Any assessment made will contribute to the assessment of the pupil's personal development.

Inclusion and equal opportunities

Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well being of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for different groups of pupils within the school:

- Girls and boys
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)

- Pupils with special educational needs
- Gifted and talented pupils
- Children “looked after” by the local authority
- Other children, such as sick children; young carers; those from families under stress; pregnant schoolgirls and
- Any pupils who are at risk of disaffection and exclusion

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged in school. We identify pupils who are underachieving or seem disengaged. We actively promote respect and understanding in a diverse society. They will provide appropriate resources and relevant tasks to meet pupils’ needs.

Stereotyping in terms of race, gender or sexual preference should be avoided and all religious beliefs and cultural differences should be respected.

Differentiation and SEN

Children have varied life experiences and a range of attitudes and feelings. All contributions should be valued and respected. Whatever their chronological age, children will be at different levels of maturity, and this needs to be taken into account when deciding what to teach and how to approach the issues most effectively. The teacher needs to take into account the maturity of the majority of children in the group. Where there is a significant difference in the maturity of the pupils, it is important to ensure that the teaching points are conveyed in language that is accessible to the children. Teachers may need to use different resources, activities, or provide specific support depending on the needs of their pupils. Where children’s Individual Education Plans identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils’ different learning styles.

Confidentiality and sensitivity

Children and parents or carers should be aware of the school’s confidentiality policy and how it works in practice. Teachers should reassure pupils that their best interests will be maintained. Pupils are encouraged to talk to their parents or carers and know that teachers cannot offer unconditional confidentiality. They will reassure pupils that if confidentiality has to be broken, the pupil will be informed first and then supported as appropriate. If there is any possibility of abuse, teachers will follow the school’s Child Protection procedures. Pupils will be informed of confidential sources of help, such as the school nurse, GP or young persons advice service. Teachers will make ground rules for lessons explicit. If a disclosure or question is made at an inappropriate time the teacher will arrange to talk to the pupil individually or direct the pupil to an appropriate person such as SRE Coordinator or School Nurse.

Class teachers may ask to be excused from delivery of lessons that are not compatible with their religious or cultural beliefs, in which case the PSHE coordinator will take responsibility for delivery.

The wider community

Visitors such as health professionals are bound by the school’s policy on confidentiality when working with a class and by their own professional code of conduct when

approached by an individual. The health professional would make the decision on what to do with the information gained, including when to involve parents. In some circumstances, such as Child Protection issues, the health professional may decide to withhold the information from the school if they decide to follow up information through their own professional route. Such visitors can make a valuable contribution and complement the work of the teacher. However the work of the visitor must fit the school's programme for SRE and not replace it. The class teachers, and SRE Coordinator are responsible for planning and delivering the curriculum. A teacher from the school must remain present in the room and remain responsible for behaviour and the quality of learning taking place. All visitors should be made familiar with the school SRE Policy.

Monitoring

The delivery and effectiveness of SRE will be monitored by the PSHE Coordinator as part of the PSHE programme in accordance with the school Monitoring Policy. It is reviewed in line with current LEA and Government guidelines.

Parents

Parents and carers are the key people in teaching their children about SRE and helping them cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes. We aim to build on the learning that takes place at home. Some parents find it difficult to talk with their children about sex and relationships and may need support in how to do this. We consult parents regularly and inform them about the timing and content of lessons. Parents have the right to withdraw their child from all or part of the formal SRE provided at the school. This excludes the elements of SRE that are included in the statutory National Curriculum. Where parents choose to withdraw their child, the school will make alternative arrangements.

Staff Development

The school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in SRE will be made available through existing CPD.

Governors

The governing body has a responsibility to decide the SRE Policy and how visitors are used within the school. These decisions should be made in the light of the school's aims and values.