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Sex and Relationships Policy

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Contents

1. Policy Formation and Consultation Process
2. Philosophy and Purpose
3. SRE Aims
4. SRE Objectives
5. Co-ordination of SRE
6. Differentiation and Entitlement for All
7. Teaching and Learning Strategies
8. Resources
9. Monitoring and Evaluation of the SRE Curriculum
10. Specific Issues
11. Staffing
12. Training and Development Needs
13. Confidentiality
14. Monitoring and Review of Policy

1. Policy Formation and Consultation Process

This policy was drawn-up in May 2016. It followed a consultation process with staff and governors of the school. These groups were involved at different stages and in different ways in this policy development. The original example policy, in 2009, was based on a teachers working party facilitated by members of the former Brighton & Hove and East Sussex PSHE & Healthy Schools Advisory Team. It has been simplified, revised and updated several times since to take account of new national and local guidance and developments and feedback from schools.

The Policy will be reviewed in July 2020.

2. Philosophy and Purpose

At The parkland Federation, Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our pupils.

SRE “is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.” (DfEE Sex and Relationship Guidance 2000)

The SRE guidance states it has three main elements:

- Attitudes and Values
- Personal, and Social skills
- Knowledge and Understanding

“SRE supports and promotes our pupils’ spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.”

(Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.)

3. SRE Aims

We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality.

SRE is firmly rooted in our school’s Personal, Social and Health Education (PSHE) and Citizenship Framework.

In this way, (starting from the early years), we ensure continuity and progression; a safe and supportive learning environment; and teaching within the wider context of building self-esteem, emotional wellbeing, relationships and healthy lives.

PSHE and Citizenship and therefore the SRE programme is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of pupils’ abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy and safe lifestyle.
4. Developing good relationships and respecting the differences between people.

The QCA guidance on PSHE & citizenship includes the breadth of opportunities pupils' need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHE.

The SRE programme also includes elements of the statutory science curriculum.

National Curriculum Science

Key Stage 1.

1. b) That animals including humans, move, feed, grow, use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of human.
f) That humans and animals can produce offspring and these grow into adults.
4. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) About the main stages of the human life cycle.

Parents / carers are not able to withdraw their children from National Curriculum science.

4. SRE Objectives

The content of sex and relationship education should match the age and maturity of the pupils involved at KS1 and KS2 including:

Attitudes and Values

- Valuing and respecting ourselves and others.
- Valuing and respecting healthy personal relationships, including between friends, families and others.
- Developing an understanding of the value of family life and an appreciation of the many different types of family.
- Recognising the importance of pursuing a healthy lifestyle and keeping ourselves and others safe.

Knowledge and Understanding

- Recognising and naming parts of the body.
- Describing the reproductive system and childbirth.
- Developing an understanding of the physical and emotional aspects of puberty.
- Developing an understanding of behaviour that carries risks.
- Providing opportunities for pupils to ask questions and clarify misinformation.

Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships.
- Enabling pupils to identify and seek help and support.
- Developing pupils' abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.

5. Co-ordination of SRE

SRE is co-ordinated by the PSHE co-ordinator. S/he is responsible for the overall planning, implementation and review of the programme. S/he monitors the planning and delivery of content, provides appropriate resources, offers guidance and support in the delivery and assessment of SRE.

The PSHE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. S/he may lead, organise or inform staff and the wider school community of training and current issues.

S/he liaises with external support agencies, (e.g. PSHE Advisory team, School Nurse) to encourage consistency and understanding in the school's SRE programme.

6. Differentiation and Entitlement for All

In our school we are committed to working towards equality of opportunity in all aspects of school life, differentiation and entitlement for All is underpinned by our schools Equal Opportunities Policy.

“SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.”

(DfEE SRE Guidance, 2000)

Special Educational Needs and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe unsure or confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Mixed and single gender groups

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However there will be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

Boys in the past may have felt left out of SRE if it had a narrow reproductive focus, the objectives of our SRE programme should encourage them to be included, able to participate and begin to explore issues around male identity. We will also endeavour to provide male role models in the delivery of our SRE programme e.g. have a male teacher facilitate some of the single gender sessions.

Religion and Ethnicity

In our school we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will explore assumptions about different cultural beliefs and values and encourage activities which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try and work with parents to accommodate their wishes we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science

7. Teaching and Learning Strategies

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about sex and relationships.

In the infant school, this can include whole class conversations, paired work and role play (where appropriate: for example, acting out the different stages in the human life cycle.)

Dealing with questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.

- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion, for example, “At the moment we are looking at ‘X’, in year 4 you will look at ‘Y’ in more detail.”
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools SRE curriculum past and in consideration of the future.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If a pupil needs further support, s/he could be referred to the school nurse, school counsellor, helpline or outside agency.
- If you have concerns about sexual abuse, follow the school’s child protection procedures.

8. Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school’s equal opportunities policy.

We are looking to deploy the PANTS model across both schools to provide a consistency of approach and language that helps pupils to build confidence when engaging with the SRE and broader PSHE curriculum.

Some of the books are available to the pupils in the library. The materials are available for parents/carers to view on request to the PSHE Co-ordinator or class teacher.

9. Monitoring and Evaluation of the SRE Curriculum

Teachers evaluate the lessons to aid future planning.

Monitoring takes place mainly through liaison between the PSHE Co-ordinator and class teachers. There may be opportunities to observe other teachers and team-teach.

10. Specific Issues

We recognise that specific issues for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Co-ordinator, the senior management team / outside agencies and the school nurse. Staff delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Pupils may ask questions or seek information about specific issues. They need not be answered directly, but may be addressed individually later, possibly after consultation with colleagues.

11. Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and Teaching Assistant's will receive training so they can work with class teachers effectively.

No member of staff will be forced to teach SRE if they are not confident in doing so. The PSHE Co-ordinator will offer support and make arrangements to ensure the delivery of the SRE programme.

12. Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years.

- It is essential that all staff have opportunities to update knowledge and access resources.
- All staff need time to clarify their own attitudes and assumptions about SRE in order to reach a consensus about the value context in which SRE education is presented.
- Work in this area cannot be value free but pupils benefit from clear messages. All staff need opportunities to clarify what those should be.
- Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting.
- All staff will be informed of and offered training, when necessary, on issues related to confidentiality and child protection.

13. Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE's Child Protection circular 10/95 - "Protecting Children from Abuse: The Role of the Education Service". Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

14. Monitoring and Review of Policy

The review and monitoring process will be the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable him / her to carry out the above.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The PSHE Co-ordinator is available to discuss the SRE programme with them informally. S/he will report formally to the governors annually.

Appendix 1: What will we be teaching in each Year Group?

KS1 Science Programme of Study

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.

KS2 Science Programme of Study

- That the **life processes** common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the **human life cycle**

Sex and Relationships Programme of Study

We teach our SRE in the broader context of PSHE, using the PSHE Association's Program of study to inform or planning around the core themes of Health and Wellbeing and Relationships.

EARLY YEARS FOUNDATIONS

Since there SRE is not taught discretely in Foundation Stage these are the early learning goals for all pupils which link to SRE outcomes as pupils progress through KS1 and beyond:

- children are confident and say when they do or don't need help
- talk about how they and others show feelings and know that some behaviour is unacceptable
- show sensitivity to others needs and form positive relationships with adults and other children
- children know the importance of good health and all about ways to keep healthy and safe
- they manage their own health and hygiene

Key stages 1 and 2 PSHE foci

Health and Well being:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in a emergency

- how to identify different influences on health and wellbeing

Relationships:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality in diverse relationships

Key Stages 1 AND 2 SRE foci

Year 1 will be taught the following aspects of SRE that are specific to their age and ability:

- recognition of some differences between girls and boys

Year 2 will be taught the following aspects of SRE that are specific to their age and ability:

- Know the names of the main parts of the body including agreed names of sexual parts.
- Begin to understand the concept of male/female and human development from birth to five.

Year 3 will be taught the following aspects of SRE that are specific to their age and ability:

REVISE PREVIOUS LEARNING FROM YEAR 2:

- Know about personal safety including what kind of physical contact is acceptable. (I know about parts of my body which are private and should not be touched without permission.)
- Know about different types of relationships, including marriage.
- Begin to know about drugs – That not all drugs are medicines, some aspects of the law relating to substance use, potential risks and reasons for drug use. We will also look at people who can help with concerns about drugs.

Year 4 will be taught the following aspects of SRE that are specific to their age and ability:

- To know the body changes that will take place at puberty. (I can tell you some of the physical changes that take place, I can explain what a period is.)

- To know how babies begin and are born, how babies grown and how they are cared for.

Year 5 will be taught the following aspects of SRE that are specific to their age and ability:

- Physical changes that take place as a child reaches puberty e.g. changes to girls' bodies and what a 'period' is and changes to boys' bodies.
- Responsibility for personal hygiene.
- General well-being.

Year 6 will be taught the following aspects of SRE that are specific to their age and ability:

- The human life cycle.
- Reproduction, including conception and fertilisation.
- Know and understand about the changes that take place to their bodies during puberty.
- Personal safety.
- Develop confidence to talk about personal health related issues.
- Assess risks and make decisions about personal safety.
- To know about different types of relationships.
- Develop skills to build and manage effective relationships.