



The White Hills Park Federation Trust
A Culture of Excellence

Sex and Relationships Education Policy

Updated: March 2017
Review: April 2019

“Sex and Relationships Education 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.”

SRE Guidance – DfEE 2000

Context

Background

The White Hills Park Federation Trust is a hard Federation comprising of two schools – Alderman White School and The Bramcote School.

Alderman White School is a 11-18 school serving Bramcote and Beeston and surrounding areas. There are currently 839 children on roll, including the 6th form.

The Bramcote School is a 11-16 school serving Stapleford, Beeston and surrounding areas. There are currently 480 children on roll.

We have children from a range of ethnic backgrounds including African-Caribbean, Pakistani, Eastern European and White British and some children who have English as a second language. We have a range of abilities within the Federation, including pupils with additional needs, i.e. gifted and talented; autistic spectrum; adhd; dyslexia; visually impaired and some statemented child.

The Federation is committed to maintaining a high level of provision to support, develop and maintain the health and well-being of pupils, staff and other relevant members of the school community.

Rationale

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the Directors of the White Hills Park Federation have overseen the production and development of an SRE policy which will be made available to parents and have decided to deliver an SRE programme in addition to that which is part of the statutory Science Curriculum.

The Federation recognises the contribution that SRE in the school can make to government health targets around the reduction of teenage pregnancies and Sexually Transmitted Infections. SRE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

Policy Formulation

This SRE policy has been developed using a whole school approach in line with the requirements of the PSHE Association Programme of Study. Consultation has taken place with representatives from all members of the school community including the School Nurse, Care Team, Directors, parents, pupils and staff.

This consultation has been carried out through meetings, questionnaires, class discussion and surveys.

The policy will be reviewed regularly. This review will be led by the Deputy Heads (inclusion) working closely with the Head of PSHE and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; and pupil needs.

Roles and Responsibilities

The Deputy Heads have the following responsibilities:

- To lead the review of the SRE policy
- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements (Learning and Skills Act 2000)
- To lead on the evaluation of the SRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE

The name of the PSHE Director is Ruth Brittle.

She has the following responsibilities:

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection
- To ensure that the SRE policy and curriculum are in line with the DfES SRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other

relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

Links to other relevant policies

The SRE policy links to the following school policies:

- Equal Opportunities
- PSHE
- Confidentiality and Child Protection
- Drugs Education
- Special Educational Needs

Aims and Objectives

Aim:

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships

Objectives:

- To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them
- To provide factual information on human reproduction and birth
- To encourage respect for difference and diversity
- To prepare young people for the physical and emotional changes associated with puberty
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance
- To ensure that all young people know who can support them and how to access this support
- To work in partnership with, and support the role of, parents
- To model positive relationships throughout the school
- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences
- To promote and encourage children to make, healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts throughout the school

Moral and Values Framework

Through the SRE curriculum, both formal and informal and the modelling of positive relationships throughout the school, the Federation aims to promote and foster the school's agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and celebrated
- Love, commitment, trust, loyalty and respect are important for close relationships

Equal Opportunities

The Federation encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background** or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (see also Equality policy)

Throughout the Federation there will be consistent challenging of homophobic attitudes, behaviour and language.

***We recognise that children within the Federation come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the SRE curriculum and resources.*

Working with Parents*

We recognise that parents are key partners in our delivery of a comprehensive SRE programme for pupils within the Federation. The SRE we deliver is designed to support the important role of parents in this area.

If parents have concerns about any of the content to be covered we ask that these are addressed to the Executive Headteacher. Legally parents have the right to withdraw their children from SRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Executive Headteacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver SRE at home.

SRE Curriculum

Planning

In planning the SRE programme we have used learning outcomes suggested by Ofsted in their report on SRE (2002) and the PSHE Association Programme of Study 2017. These incorporate the statutory elements of sex education that come within the Science curriculum.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

Content

SRE will be delivered to all pupils in the school at an appropriate level through the following themes:

1. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders
2. the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
3. where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
4. characteristics of positive relationships and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis

5. the roles and responsibilities of parents, carers, children and other family members
6. parenting skills and qualities and their central importance to family life
7. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
8. the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names.

See PSHE Scheme of Work for more detail on the SRE programme.

Delivery

The formal SRE programme will be delivered in each year group through the weekly 50 minute-long PSHE session. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science and RE. There will also be opportunities for more informal SRE through assemblies, theatre groups and other outside agencies. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within and, outside of, the school setting.

We recognise that SRE sessions require the use of a range of practical and interactive teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SRE across the Federation include watching DVD's, discussion, role-play, quizzes, drama, case studies, debates and visits from guest speakers such as the school nurse, healthy schools representatives and other outside agencies. Individual teachers will ensure that all pupils are able to access the activities to be employed. Extension activities will be provided for pupils who need these.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SRE will be delivered in the main by class teachers, with support from relevant outside speakers.

There may be occasions where groups of children, particularly those with additional learning needs, are taught SRE in smaller groups or individually in order to maximise their learning. They may also have additional support from a learning support assistant.

Ground Rules for PSHEE are negotiated in each class at the beginning of a year. The Ground Rules aim to ensure that all children feel safe to contribute to sessions and are aware of the boundaries in terms of confidentiality and child protection. The class teacher will use the Ground Rules throughout the year in order to remind children about how they have agreed to contribute and behave.

Resources

Resources are chosen by the Head of PSHE who ensures that they reflect the needs of children within the school. The Head of PSHE consults national and local guidance on appropriate SRE resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and may select others to suit the needs of particular individuals/groups. Teachers will adapt resources to fully address the needs of all children within their class.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/ren
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated class group agreement
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to the school nurse.

Use of Outside Visitors

The PSHE Coordinator has recently completed the National PSHE CPD Certification and therefore is seen as a particularly valuable resource in terms of the contribution she can make to both the planning and delivery of the SRE curriculum.

Absences

Because the Federation's SRE provision puts an emphasis on re-visiting themes over a number of sessions, it is unlikely that a child will fall behind significantly if they miss one lesson. In the event of a child being absent for a longer time period we will provide opportunities for the child to 'catch-up' with any missed SRE sessions. It is planned that the school nurse or a teaching assistant will support the child in this instance.

Staff Training

Staff training on SRE is co-ordinated by the PSHE/SRE Co-ordinator. Future training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Executive Headteacher. There may also be occasions where training needs are identified through our process of lesson observation. Appropriate training will then be sought to fulfil the needs of the staff member.

Monitoring and Evaluation

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

After each topic pupils will complete an evaluation questionnaire which will focus on content, resources and delivery styles. The results of the questionnaires will feed into the bi-annual review process.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

At the end of the year, teaching staff and teaching assistants will complete an evaluation questionnaire on the SRE programme which will also require them to identify any training needs that they may have.

Parents will be informed of their child's progress in PSHE/SRE through the annual report.

Safeguarding Children, Confidentiality and Child Protection

All staff members within the Federation have a duty to safeguard the well-being of children.

The Federation recognises that the open discussion associated with PSHE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the individual school's Child Protection Co-ordinator. The Child Protection Co-ordinator will then work in line with the relevant Federation policies in terms of any further action that may be taken.

We use group agreements within PSHE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the Federation's Child Protection and Safeguarding policy.

Information for Staff and Pupils on local support services

It is hoped that pupils will feel able to approach parents, staff or the school nurse with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage pupils to discuss issues with parents.

However we recognise that some pupils may feel more comfortable accessing other agencies/sources of information. Therefore the school provides a pupil health and wellbeing notice board displaying telephone numbers and web addresses of appropriate sources of confidential support.

Through the comprehensive PSHE curriculum pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

All staff within the school are able to signpost children to age-appropriate support agencies, and are kept updated on local services by the Head of PSHE via staff meetings.

Dissemination

There is a copy of the SRE policy on the school network. Copies are also available from the school office and in the reception area. Staff are encouraged to consult Federation policies on a regular basis and to consider them to be working documents. All staff were briefed on the final version of the SRE policy at a staff meeting.

**** The term parents is used in this policy to describe all adults who have the responsibility for caring for a child within the Federation***