



Glastonbury Crescent
Mossley Estate
Bloxwich
Walsall
WS3 2RP
Tel: 01922 710753
Fax: 01922 404365
Email: postbox@abbey.walsall.sch.uk
www.abbey.walsall.sch.uk

HEADTEACHER – Mr M. Gilbert
BA (QTS)

MISSION STATEMENT Believe and Achieve

We are committed to the protection and safety of our pupils and safeguarding is a priority

SEX AND RELATIONSHIPS POLICY

Rationale:

According to the 2000 DfEE guidance, Sex and Relationship Education (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.'

Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

We are developing a whole school approach to SRE where all children will be entitled to SRE lessons. The majority of our children are from a predominantly white family background.

Policy Development

The following people have been involved in the development of the SRE policy through informal and formal discussions, meetings, and questioning:

SRE Co-ordinator, Governors, Teachers, Non-teaching staff, Pupils, Parents/carers, School Health Advisor

AIMS of SRE

- To provide an understanding of puberty.
- To accept that changes are normal.
- To develop a sense of mutual respect and care for others
- To increase pupils self esteem
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help.

TEACHING AND LEARNING of SRE

SRE aspects will be taught through:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.

- Taking account of other people's feelings.
- Mutual support and co-operation.
- Truthfulness and honesty.
- Accepting responsibility for the consequence of our own actions.
- The right of people to hold their own views.
- Not imposing our own views on other people.
- Not infringing the rights of other people.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality within legal parameters.
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right to accurate information about sex-related issues.
- An entitlement to an appropriate and balanced SRE.
- The right to access helping services.

The following topics will be used to address aspects of SRE.

- SEALS Modules
- SRE scheme of work
- Marriage
- Self esteem
- Friendship
- Puberty
- Risk taking
- Hygiene
- Emotions and feelings
- People who can help
- Family
- The Media
- Safety

TEACHING APPROACHES

- Single sex and mixed sex group discussion
- Role play
- Independent research
- Peer education

- Paired discussion
- Displays
- Teacher led discussion
- Visitor input

Clear ground rules are negotiated with the pupils to establish a safe and respectful environment for the discussion of issues relating to SRE.

Parts of the body will be referred to by their correct medical names.

LEARNING OUTCOMES FOR SRE

By the end of year 6 children should:

1. Name external parts of their bodies including sexual parts
2. Recognise how they have changed since they were a baby
3. Identify the main stages of the human life cycle
4. Know about conception and birth
5. Be prepared for puberty
6. Develop positive values and morals that guide decisions, judgements and behaviour
7. How to prevent bacterial infections
8. Manage personal hygiene
9. Responsibilities of parents and carers
10. Have respect for them self and others
11. Can protect themselves and ask for help and support
12. Know where to access help
13. Recognise and deal with their feelings in a positive way

STAFF DEVELOPMENT AND SUPPORT

SRE/PSHE Co-ordinator has received training for teaching SRE. This has included 'Help I'm Hairy' Training programme. The co-ordinator has also completed the PSHE accreditation with SRE being one of the modules. SRE co-ordinator will continue to support staff in the delivery of SRE with advice from School Health and LA

PARENTAL RIGHT TO WITHDRAW CHILDREN FROM SRE

All parents will be informed of the schools SRE policy through letters and workshops. At the same time, parents will be informed of their right to withdraw their child from school sex education lessons that fall outside the National Curriculum science lessons. The responsibility for withdrawal will be with the parent / carer who will need to inform the school of their decision. This does not include situations in which sex-related topics arise naturally in other subject areas.

If parents request that their child is withdrawn, the Headteacher/SRE co-ordinator will discuss the issues and try to reassure parents, who do not have to give their reasons for withdrawing their children, but should be made aware of the implications of removing children and especially how it will make their child feel and how it may affect relationships with other pupils.



INVESTORS IN PEOPLE



Living the Olympic
and Paralympic Values

CONFIDENTIALITY

Teachers should not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else - senior managers, colleagues, parents/carers, police etc. However, teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Reassuring pupils that their best interests will be maintained.
- Encouraging pupils to talk to their parents or carers and giving them support to do so.
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, following the school's child protection procedure.
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse
- Using ground rules in lessons.

SEXUALITY

Challenging sexism and homophobia forms part of the schools approach to equal opportunities. Incidents of either will be dealt with in line with procedures specified in the Anti-bullying policy.

ANSWERING DIFFICULT QUESTIONS

If a pupil asks a particularly 'difficult' or inappropriate question in a lesson, a teacher should take care about how they answer it. If teachers are seriously concerned that such a question derives from abuse, they will need to follow this up through the child protection procedures. Answer questions in a non-sensationalised way. It may be best to answer in simple, general terms rather than going into great detail. In some situations it may be best to turn the question back on the pupil and to ask them what they know or have heard. If teachers genuinely cannot answer the question, they can say so and seek out the necessary information after the lesson.

If pupils ask a question about a teacher's personal sex life and their experiences, teachers should explain to pupils that this is not the place to talk about specific personal experiences.

POLICY MONITORING

The person responsible for the monitoring of the policy is Mrs Winstone. The SRE policy will be reviewed after the first term of implementation by those who have delivered sessions with the pupils.

A review of the policy will take place every 2 years and will consider the views of pupils, staff, parents / carers and governors.



INVESTORS IN PEOPLE



ASSESSMENT

Each child will have their own PSHE book where work will be recorded and kept. Pupils learning will be assessed through a number of ways depending on the objective. The following methods may be used:

Circle time

Observations

Questioning

Questionnaires

Drawing

Writing

Role play

Displays

Self assessment

RESOURCES:

*Help I'm hairy DVD

*Body boards

*I know, I am, I can folder

*BBC Sex and Relationships interactive DVD plus

*Emotions Ball

Equal opportunities/Inclusion:

All children regardless of race, religion, gender, ability or socio- economic circumstances have a right to an education which is free from bias or discrimination. Abbey Primary School will have due regard to the Code of Practice and the Disability Discrimination Act. Children already identified will continue to receive support from individual Teaching Assistants. When lessons are being planned the teacher will take into account the maturity of all children in the class.

Signed on behalf of staff _____ date _____

Signed on behalf of Governing Body _____ date _____