



Health and Relationships Education Policy

June 2015

Approved by GB: June 2015

Next review due: June 2018

Introduction

Sex and Relationships education is an important part of a child's preparation for adult life. It offers a valuable vehicle for promoting equality between individuals and groups. In particular it involves developing children's:

- self awareness and self esteem;
- confidence in talking and listening to others;
- an awareness and understanding of feelings and emotions;
- the language and confidence to discuss personal, physical and relationship matters with peers, parents and other trusted adults;
- assertiveness and decision making skills;
- understanding of and respect for one's own and others' beliefs and values, reducing prejudice and stereotyping;
- And skills to ask for help and the knowledge of who and where they can access support from.

Aims and objectives

Sex and Relationship Education is not statutory in primary schools, however the national curriculum does state that by the end of Key Stage 2, children should be able to:

'... discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.'

And,

'... identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping.'

(<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe/statements>)

Consequently, and as schools have a legal duty to ensure the well-being of their pupils which SRE contributes to, the school's programme will focus on:

- Developing a healthy safer lifestyle.
- Developing good relationships and respecting differences between people.
- Encouraging respect, affirming and valuing one's own and others sexuality.
- Developing confidence in talking, listening and thinking about feelings and relationships.
- Being able to name parts of their body and describe how their bodies work.
- Protecting themselves including asking for help and support.
- Preparation for puberty both physically and mentally.

Curriculum Organisation

SRE will be taught in the context of relationships.

The law says that human reproduction must be taught as part of the National Curriculum in Science at Year 6 level. Aspects of body awareness, self concept, relationships and social opportunities,

communication of feelings, needs and wants, expression of likes and dislikes and making choices are banded into PSHE and fit well into Philosophy sessions where or when necessary.

Three 2 hour sessions during the Spring Term are set aside for the teaching of body changes and puberty to Year 6. The imparting of knowledge is done by the class teacher with advice from the School Health Advisor and the extent of the knowledge imparted for these sessions is agreed by management, teachers, governors and the parents before delivery to pupils.

A letter informing parents of the sex and relationships education programme and an invitation to view materials is sent prior to delivery of the programme, as well as the lesson material being available on-line to enable parents to further support their child's learning.

Parents have a right to withdraw their child from sex and relationships education lessons dealing with human reproduction and must provide their reasons for withdrawal in writing. Parents should also be made aware that this will exclude their child from subsequent science curriculum work related to the topic. If children are withdrawn from class sessions, children may still hear second hand information via other pupils. We suggest the parents of any child withdrawn look at the SRE resources on Fronter to allow them to discuss with their child at home and to help overcome mis-information.

It has been recognised that children are entering puberty at an earlier age. Due to this we have implemented a Personal Health Programme that starts in Year 3, following on from the language and knowledge they learn at Churchfields Infants School. The main aim is to remove any embarrassment for the children so that they are confident about the language when talking about bodily changes that will occur in the near future. There are also safety aspects involved; making sure the children are aware of what their rights are when it comes to personal space..

In Year 3, the main focus is accepting the diversity of modern families, reminding them of the differences between the genders and the correct language to use as well as identifying what 'personal space' is and that they have a right to say if they like or dislike something.

In Year 4 the children will look at the human life cycle and appreciate that we grow and change and one of the first major changes that they will face will be going through puberty. These are broad brush changes such as 'grow taller', 'develop pubic hair' 'hair on legs' and 'hair under the arms.'

In Year 5 there will be a more in depth appreciation of changes throughout puberty such as menstruation and how the sex organs change along with hygiene based lessons on how to handle the changes.

Finally in Year 6 human sexual reproduction will be studied along with a major emphasis on what makes a good relationship which is the catalyst to sexual feelings and behaviours.

In Years 5 and 6, the Philosophy and PHSE sessions will include stories that have same sex relationships at their heart to allow the exploration of sexuality in a reasonable manner. There will be a series of lesson plans specifically for the class teacher to use alongside the SRE lessons with the focus on the social and emotional aspects of relationships.

As part of classroom routines there is a worry box in every class throughout the year for anonymous or named notes about worries from children to their teacher. These are addressed through circle time discussions and individual or small group discussions. Throughout the SRE sessions the

teacher will remind the children about the worry box to allow any questions that the children might have to be asked anonymously and answered in a group discussion if appropriate. If the question is not appropriate then the child is asked to discuss their question with a family member.

In addition to questions being anonymously asked in philosophy and PHSE follow up sessions, children will be encouraged to discuss questions with family and if they feel unable to, to talk to a member of staff or Childline. We tell children about the dangers of researching SRE topics online or talk to unknown adults. If a child discovers anything online or otherwise that upsets them, then we tell them the importance of discussing this with a family or staff member.

Teaching and Learning

At present, all staff are trained and committed to delivering the programme. If a member of staff feels that it is not appropriate to take on the parts of the programme outside the National Curriculum, an alternative member of staff will deliver those aspects. The School Health Advisor is actively involved.

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

Assessment is conducted through the monitoring and observation of pupils' learning with reference to the following:-

- Knowledge and understanding
- Skills learnt and developed
- Attitudes and values explored
- The responses of individual children to questions

Roles and responsibilities of the subject leader

The PSHE leader will be responsible for:

- Ensuring the policy and programmes are implemented as agreed.
- Supporting staff to assess pupil's progress.
- Recommending targets for whole school development.

Equal Opportunities and Inclusion

All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of sex and relationships education. Planning and organising of the teaching strategies should be consistently reviewed to ensure that no pupil is disadvantaged due to the materials being used in the teaching that may be conflicting with their religious and cultural principles.

Resources

Resources used for the teaching of human reproduction and puberty will be reviewed when and as new materials become available. Resources will be approved by school leadership, teachers and the school nurse and will be available for parents to view before being used with the pupils.

Various other materials to aid the teaching of PSHE aspects of sex and relationships education are available, however these are changed as and when new more appropriate materials are published.

Currently the school has been recommended by the Redbridge Health Services a scheme of work created by the '**Christopher Winter Project**' (http://tcwp.co.uk/resources/sre_pri/) which offers detailed lesson plans and covers the following areas:

Year 3

Session 1 – Differences Male and Female

Session 2 – Personal Space

Session 3 – Family Differences

Year 4

Session 1 – Growing and Changing

Session 2 – Basic puberty facts

Session 3 – What is puberty?

Year 5

Session 1 – Talking about Puberty

Session 2 – Male and Female Changes

Session 3 – Puberty and Hygiene

Year 6

Session 1 – Puberty and Reproduction

Session 2 – Relationships and Reproduction

Session 3 – Conception and Pregnancy

This will also be supported by a DVD that the Redbridge Health Service also recommends.

Review

This policy will be reviewed every three years using a process which acknowledges teacher feedback on the programme. The Senior Leadership will ensure through the usual reporting arrangements that governors are kept well briefed on the implementation of the policy and any issues arising there from.