



Sex and Relationship Education Policy



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1. Description of the setting

Golden Flatts Primary School serves a community in the South of Hartlepool. It comprises of children who come from social-economic disadvantage and some who are advantaged.

2. Overall Aim

As a school we aim to prepare the pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. In this school all SRE lessons will contribute to the requirements of the Education Reform Act 1988 i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupil's at the school and of society.
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is the policy of Golden Flatts Primary School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents will need to be approached first if matters of a particular delicate nature will be discussed. Pupils questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's level of age and maturity.

3. The Statutory Provisions

The Government believes that all pupils should be offered the opportunity of receiving a comprehensive, well planned programme of sex education during their time at school. The schools governing body has overall responsibility and have an up to date, written policy which is available to parents.

4. Roles and Responsibilities

Governors

As mentioned above plus continued involvement through policy evaluation.

Headteacher

Is responsible for the implementation of the policy and liaising with the governing body, LEA, parents and other appropriate agencies.

Personal, social, health education and citizenship coordinator

The coordinator, together with the head teacher, has a general responsibility for supporting other staff members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to SRE.

Parents

The school recognizes that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for the challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the schools SRE and have access to this policy.

All Staff

SRE is a whole school issue. All staff both teaching and non teaching should be aware of this policy and how it relates to them.

5. The purpose of SRE

The purpose of SRE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. It must not be value free and not only tailored to the age but the level of understanding. SRE needs to sit on three equal legs, providing essential skills (self esteem), knowledge (information) and understanding (attitudes).

The SRE programme will benefit children, school and society. It also relates to our participation in NHSS initiative.

6. Where, When and How?

SRE can be found within PSHE scheme of work/long term planning in 'Me and my relationships' as well as within Biological Aspects of N.C Science.

Most of the time SRE will be delivered within weekly whole class lessons of PSHE, in the children's own classroom by their class teacher.

Occasionally, a child may specifically ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills of discretion in these situations and/or seek advice from PSHE co-coordinator or other health professional.

Please note that SRE is fully integrated in the school's curriculum and not be isolated, taken out of context or over emphasized.

7. Parental Right of Withdrawal

Parents have the right to withdraw their children from all/parts of the SRE programme provided at school except for those parts included in the N.C Science curriculum. The DfE can offer school a standard pack of information for parents who do choose to withdraw their children from SRE.

8. Specific Issues

Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they may bring fears or worries into the classroom and that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue.

Confidentiality

If a member of staff, (teaching or non-teaching), suspects there to be C.P issues involving a child or is faced with a disclosure issue it is his/her duty to pass on the information to the designate teacher for child protection(Head teacher).

Health Professionals

When visitors and outside agencies are involved, their contribution must have been planned as part of an overall SRE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers.
- They can provide a link to relevant services.
- They can inform pupils about using health services in the area.
- Give pupils confidential support and advice.

Health professionals, who are involved in SRE, are expected to work within schools SRE policy and in the instruction of the head teacher.

However, when they are in a professional role, such as school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

Puberty

Boys and girls need to be prepared for puberty. At Golden Flatts Primary School we will plan the appropriate age to do so, in consultation with parents.

Menstruation

Linked to our education about puberty will be preparation for girls to cope with menstruation. Sanitary products are available if needed and a disposal unit is situated by the girl's toilets. When, changing for PE pubescent children have the opportunity to use the changing room specifically allocated to the opposite sex.

9. Dissemination and Implementation

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and copies will be available from the Headteacher.

10. Review

This policy will be reviewed at least every two years.

Review Date: November 2015

Next Review Date: December 2016

Reviewed by: Sue Sharpe

This policy has been impact assessed with regards to disability, gender and race December 2015 – Reviewer S. Sharpe