



Northbourne Park School Sex and Relationships Education Policy

Author	Issue date	Review date	Purpose	Scope	Version	Agreed by
DoPECA	May 2010	May 2012	Academic	SRE Teachers	1	DofS SP
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Document Purpose

This policy reflects the values and philosophy of *Northbourne Park School* in relation to the teaching and learning of Sex and Relationship Education. It gives a framework to which all teaching staff work. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the Scheme of Work for PSHEE.

The School recognises that parents/ carers are the key people to teach their children about sex, relationships and growing up. Many parents find it difficult to talk to their children about sex and relationships and parents / carers need support in their role as sex educators. The school will always therefore work in partnership with them.

There is no obligation to include sex education in the school curriculum but the school is aware of the role that an effective SRE programme can have in reducing the incidents of teenaged conceptions and minimizing the occurrence of sexually transmitted diseases (STDs), as well as raising awareness in young people as to the issues related to this subject.

Research demonstrates that good comprehensive SRE does not make people more likely to enter into sexual activity, indeed it can help them to learn the reasons for, and the benefits to be gained from, such a delay. It also indicates that a well-implemented SRE programme can encourage children and young people to develop confidence in talking, listening and thinking about sex and relationships.

Definition of Sex and Relationship Education

It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

Policy Formation Procedure

1. Staff meeting to highlight the need to write and follow Sex and Relationship Education Guidance (2004) and the DfES document Sex and Relationship Education Guidance (2000).
2. Draft written by Head Teacher and DOPECA.
3. Draft policy presented to staff for their feedback.
4. Full governing body to agree policy.
5. Publish and give parents the right to feedback.

Audience

This policy document is available for all staff and in particular form tutors and the science department, and on request for visiting teachers, support staff etc. A copy is posted on the School Intranet.

Delivery of the SRE Programme

Delivery of the SRE programme is overseen by the Headmaster and the DOPECA and delivered through timetabled PSHEE and science lessons by Form Tutors and Science teachers respectively.

Training

All staff are provided with the necessary training to ensure that they are confident to talk about issues connected with the SRE programme. This takes the form of regular INSET and individual training for staff as required.

Aims and Objectives of the Policy

- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- To develop sensitivity towards the needs of others.
- To provide knowledge of living relationships.
- To promote honesty and loyalty in relationships.
- To promote the importance of family life and stable relationships for bringing up children.
- To teach the fundamentals of human reproduction.
- To inform children on matters of personal hygiene and related health issues.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.
- To encourage pupils to reflect and consider the importance of the issues raised.

This will support the following school policies:

- Equal Opportunities Policy
- School Discipline Policy
- The Health and Safety Policy
- Religious Education Policy
- NPS Confidentiality Policy

Moral and Values Framework

The S.R.E. Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The S.R.E. Policy will compliment the Religious Education Policy of the school.

Curriculum and School Organisation

The content of the curriculum covers a variety of topics under these headings:

- Relationships - self-esteem, positive relationships, honesty, feelings, friendships and respect.
- Puberty - hygiene, growing-up, puberty changes for male and female, menstruation and body image.
- Sex Education - family, how babies are made, legal requirements, how babies are born, what a baby needs.

S.R.E is not just about sexual intercourse and having babies, it is about the importance of forming positive relationships and understanding how the body changes.

S.R.E will mainly be discussed and taught in PSHEE and Science lessons and delivered by Form Tutors, Science teachers with Matrons and House parents delivering information to boarders. Other members of staff will answer direct questions and be aware of the S.R.E. Policy. A Curriculum Overview is appended with year group topics attached to PSHEE or Science. All input to S.R.E. lessons is part of a planned programme and negotiated and agreed with staff in advance.

LDD/SEN/Differentiation

Differentiation may be by level of extra support, where children will be working at levels best suited to their individual abilities.

On the recommendation of the SENCO some pupils will have one-to-one support from teaching assistants allocated during class lesson time, or, through liaison teachers, extra work on particular topics during individual support lessons.

Teaching Methods

All S.R.E. will be developmentally appropriate, taking into account the levels of maturity of individual children as well as the whole class. Because of this, teachers may find it appropriate to teach topics in single-sex groups or keep classes as they are. All children should be aware of both scenarios but some pupils prefer single-sex groups as they feel more confident asking staff questions in this environment.

Teaching methods employed will vary according to the age, ability and experience of the children and the concept being taught. For example, circle time, group discussion, the use of worksheets.

Teachers are advised to use distancing techniques to avoid embarrassment and to protect pupil privacy by depersonalizing discussions.

At Northbourne Park, class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the School. Children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task or by the activity.

To facilitate pupils learning S.R.E. in PSHEE or Science the teacher should:

- Make the purpose of each lesson clear, and allowing any relevant and appropriate questions to be asked.
- Establishing clear ground rules which create a safe environment to speak, listen and consider.
- Provide the pupils with opportunities to work as a class, as part of a group and individually
- Provide appropriate learning experiences that are planned and meet the needs of **all** the pupils in the class
- Provide learning experiences that draw on the pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding
- Give time to pupils to reflect, consolidate and apply their learning
- Develop a safe and secure classroom climate
- Be aware of staff training needs and opportunities

The Form Tutor and Science teachers will ensure that children who are absent from class catch up the work that has been missed.

Certain topics such as homosexual parents and conception may be addressed openly and honestly, and in accordance with the philosophy, aims and objects of the school.

Independent Learning

S.R.E. teachers encourage pupils to develop as independent learners from an early stage by raising their confidence and self-esteem so that they are enabled in terms of reflecting on their own learning experiences and can better understand how they are developing personally and socially. They should be aware that they have responsibilities, rights and duties as individuals and members of communities and as such their contribution is important and valued.

Assessment

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the S.R.E. programme outside the science order is conducted using a variety of informal activities. Pupils do not pass or fail within this area but should be given the opportunity to reflect on their own learning. This may be done through a questionnaire or as part of the PSHEE self-appraisal form to evaluate what pupils have learnt which should have a positive impact on pupil's self awareness and self esteem. This may also double as a viable means of monitoring the effectiveness of the S.R.E. Policy. Teachers delivering S.R.E. should constantly evaluate their lessons to inform future planning.

Resources and Accommodation

Teaching will take place in form rooms and science labs.

Resources include the use of Collins Science, the Christopher Winter Project, Primary E-Assemblies Sex and Relationship Education in Primary School - The Professional Development File, The Young London Matters Primary and Secondary Curriculum Overview.

INSET Provision

See *NPS INSET Policy*.

Working with Parents / Carers

Parents / carers have the opportunity to contribute to the formulation of the S.R.E. policy through annual review notices. Parents / carers are informed by letter of the programme delivery and have the opportunity to view the resources being used. Parents / carers are advised of their right to withdraw children from non-statutory S.R.E. programmes, but are nevertheless encouraged to allow them to participate.

There will be specific lessons when health professionals, such as the School Matron, will be invited to address the children in the presence of the class teacher. Notification will always be sent to parents / carers in advance of such lessons. Parents / carers have the right to withdraw their children from all or any part of the Sex Education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the sex education lesson is over.

Support for Parents

The School undertakes to provide for all parents support in reinforcing the SRE programme at home, through the provision of booklets and advice from the Headmaster or DOPECA.

Child Protection Procedure

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection according to the school Child Protection Policy, published on the intranet.

Personal disclosures made as a result of the SRE programme will be dealt with according to the Child Protection policy and staff are aware of this.

Confidentiality must not prevent action if the child is at risk. Staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the appropriate people will be contacted in accordance with the school's child protection procedures, a copy of which is available for parents/carers in school.

Evaluation

This policy will be reviewed annually by the DOPECA and the Education Committee of the Governing Body, in consultation with the staff, and as and when elements of S.R.E. are identified or prioritised within the School Development Plan.

END (APPENDIX BELOW)

APPENDIX 1**S.R.E. CURRICULUM OVERVIEW**

FOUNDATION STAGE	KEY STAGE ONE		KEY STAGE TWO				KEY STAGE THREE	
Early years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven/6e	Year Eight/5e
Myself and Others	Myself and Others	Differences: Boys and girls	Self Esteem	Growing and Changing	Talking about puberty	Puberty and reproduction	Taking Stock	S.R.E. Questionnaires
Family Networks	Body Parts	Differences: Male and Female	Challenging Gender Stereotypes	Body changes and reproduction	Becoming men and women	Relationships and reproduction	Changes in puberty	Talking about sex and relationships
Body Awareness	Family	Naming Body Parts	Differences: Male and Female	What is puberty?	Puberty and hygiene	Conception and pregnancy	Puberty and reproduction	Conception & Pregnancy
Hygiene	Friendships	Everybody needs caring for	Family Differences	Thinking, feeling, doing-changing relationships	Menstruation and wet dreams	Being a parent	Managing feelings	Contraception
	Choices	Looking after the body	Decision Making	Assertiveness	Menstruation education for girls	HIV Transmission	Getting Help and Support	Consequences of sexual activity
			Safety	Your questions answered	Building good relationships	Your questions answered	Friendships	Social Pressures on Young People

Unit Title	Year 3
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PSHEE themes	3	SRE element
Taking part – developing skills of communication and participation	*	(self esteem)
Choices	*	(decision making)
Animals and us	*	
People who help us – the police	*	(safety)
Living in a diverse world	*	(differences between males and females/family differences/challenging gender stereo types)
Developing our school grounds	*	
Children’s rights – human rights		
How do rules and laws affect me?		
Respect for property		
Local democracy for young citizens		
In the media – what’s the news?		
Moving on		

Unit Title	Year 4
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PSHEE themes	4	SRE element
Taking part – developing skills of communication and participation		
Choices		
Animals and us	*	
People who help us – the police	*	
Living in a diverse world	*	(thinking, feeling, doing – changing relationships)
Developing our school grounds	*	
Children’s rights – human rights	*	(assertiveness)
How do rules and laws affect me?	*	(your questions answered)
Respect for property		
Local democracy for young citizens		
In the media – what’s the news?		
Moving on		
		To be covered in Science: Growing and changing , body changes and reproduction, what is puberty.

Unit Title		Year 5

PSHEE themes	4	SRE element
Taking part – developing skills of communication and participation		
Choices		
Animals and us		
People who help us – the police		
Living in a diverse world	*	(building good relationships)
Developing our school grounds	*	
Children’s rights – human rights	*	
How do rules and laws affect me?	*	
Respect for property	*	
Local democracy for young citizens	*	
In the media – what’s the news?		
Moving on		

S.R.E. to be covered in Science:

Talking about puberty

Becoming men and women

Puberty and Hygiene

Menstruation and wet dreams

Menstruation education for girls

Unit Title		Year 6
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PSHEE themes	6	SRE element
Taking part – developing skills of communication and participation		
Choices		
Animals and us		
People who help us – the police		
Living in a diverse world		
Developing our school grounds		
Children’s rights – human rights	*	Your questions answered Being a parent
How do rules and laws affect me?	*	
Respect for property	*	
Local democracy for young citizens	*	
In the media – what’s the news?	*	
Moving on	*	

S.R.E. to be covered in Science:

Puberty and reproduction

Relationships and reproduction
Contraception and pregnancy
HIV Transmission

YEAR 7/6e PSHEE

Understanding Yourself	Keeping Healthy	Developing Relationships	Developing as a Citizen
<u>Self</u> : feelings, anxieties, and worries	<u>Body</u> : smoking	<u>Family</u> : getting on with others	<u>Law</u> : children's rights
	Eating and exercise	<u>People</u> : bullying	<u>Community</u> : being a good neighbour
<u>Time</u> : managing your time	Sexual development and changes - puberty	<u>Responsibilities</u> : respecting other's beliefs	<u>Citizen</u> : Britain's system of government
<u>Money</u> : pocket money, budgeting and saving	Drugs and drug taking 1	<u>People</u> : people with disabilities	<u>Media</u> : the power of TV
<u>Achievements</u> : reviewing your progress			<u>Opinions</u> : how to express your ideas
			<u>Values</u> : right and wrong
			<u>Global issues</u> : resources, waste and recycling
			<u>Taking action</u> : raising money for a charity
<u>Feelings</u> : feeling good/being positive	<u>Body</u> : drinking and alcohol	<u>Family</u> : divided families	<u>Law</u> : the police
<u>Time</u> : making the most of your leisure	Contraception and safer sex	<u>Friends</u> : friendship	<u>Community</u> : the school as community
<u>Money</u> : gambling	<u>Safety</u> : on the street	<u>Responsibilities</u> : other cultures and lifestyles	Citizen of Europe
			<u>Media</u> : the power of advertising

S.R.E. Link

'Taking Stock' – **Understanding Yourself** – self: feelings, anxieties, and worries.

'Managing Feelings' – **Understanding Yourself** – Feelings; feeling good/being positive

'Getting Help and Support' – **Developing as a Citizen** – Community – being a good neighbour.

'Friendships' – **Developing Relationships** – Friends: friendship

S.R.E. to be covered in Science: 'Changes in Puberty' 'Puberty and Reproduction'

YEAR 8/5e PSHEE

Understanding yourself	Keeping Healthy	Developing Relationships	Developing as a Citizen
<u>Achievements:</u> reviewing your progress	Drugs and drug taking 2	<u>Others:</u> older people	<u>Opinions:</u> speaking on topical issues
<u>Feelings:</u> dealing with loss	<u>Body:</u> adolescence	<u>Family:</u> becoming an adult	<u>Values:</u> where do you stand?
<u>Decisions:</u> how to make decisions	Safer sex and STDs/AIDS	<u>Others:</u> being assertive	<u>Global issues:</u> food and water
<u>Money:</u> banking and ways of saving	Eating disorders	<u>Responsibilities:</u> racism, tolerance, prejudice and discrimination	<u>Taking action:</u> looking after the local environment
<u>Achievements:</u> review your progress	Drugs and drug taking 3	<u>People:</u> people with mental illnesses	<u>Law:</u> crimes and punishments
			<u>Community:</u> local organisations
			Citizen of the world
			<u>Media:</u> the power of the press
			<u>Opinions:</u> which political party do you support?
			<u>Values:</u> human rights issues
			<u>Global issues:</u> poverty
			<u>Taking action:</u> pressure groups and campaigning

S.R.E. Link:

'SRE Questionnaires' – **Understanding yourself** – Achievements: reviewing your progress.

'Talking About Sex and Relationships' - **Developing Relationships** – Family: becoming an adult.

'Social Pressures on Young People' – **Developing Relationships/Developing as a Citizen** – Others: being assertive/Values: where do you stand? /Values: human rights issues.

S.R.E. to be covered in Science:

'Conception & Pregnancy'

'Contraception' – **Keeping Healthy** – Safer sex and STDs/AIDS

'Consequences of Sexual Activity' – **Keeping Healthy** – Safer sex and STDs/AIDS.