

## A Policy for Sex, Health and Relationship Education

The Head Teacher and Governors of Skelton Primary School have decided that Sex, Health and Relationship Education forms an integral part of the social and personal aspects of the school curriculum which aims to help the child grow and develop physically and emotionally. Children are encouraged to examine their opinions and views on relationships in general with due respect being given to moral considerations and to family values. This links in with Every Child Matters: Change for children, 1<sup>st</sup> December 2004, the outcomes 'Be Healthy' and 'Stay Safe'.

Our school is situated within the cluster of East Cleveland. The school mainly serves the immediate area around the school with most pupils living locally, but there are children from other areas of East Cleveland who choose to attend Skelton Primary School. The transient nature of family life for some children affects their ability to achieve socially, emotionally and academically.

### Overall Aim

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We also believe that Skelton Primary school can play an important role in helping children develop healthy lifestyles, which can contribute to their long-term health.

We aim to provide a framework for effective Sex, Health and Relationship Education within the school environment.

Our Sex, Health and Relationship programme reflects the aims and values of our school and its Governing Body.

### Roles and Responsibilities

#### Governors

As part of their general responsibilities for the management of the school, the Governors play a key role in the development of the school's Sex, Health and Relationship policy. They will continue their involvement through regular evaluation of it. A member of the Governing body will

be part of the Task Force set up as part of the N.H.S.S (National Health School Standard).

### Headteacher

The Headteacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Education Authority and appropriate agencies.

### Education and Citizenship Co-ordinator

The co-ordinator with the Headteacher, has a general responsibility of supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Sex, Health and Relationship education and the provision of in-service training. Parents are the key people in teaching their children about Sex and Relationships, by:

- Maintaining the culture and ethos of the family
- Helping children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the school's Sex, Health and Relationship Education programme will compliment and support their role as parents and that they can be actively involved in the determination of the school's policy. Parents will be encouraged to support the schools Sex, Health and Relationship Education and access to this policy. The co-ordinator will also make available the materials used in the lesson to parents. It is their statutory right to look at the resources used to deliver the curriculum.

### All Staff

Sex, Health and Relationship Education is a whole school issue. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## The Framework for Sex, Health and Relationships

- Provides essential knowledge, skills and understanding
- Relates to other activities including N.H.S.S
- Benefits children, school and society
- Is flexible and offers a basis for continuity and progression

Sex, Health and Relationship Education (SHRE) should begin well before the onset of puberty and the changes it brings. Talking about sex, health and relationships should be normalised from the beginning of a child's education.

Research has shown that sex, health and relationship education which aims to prevent unwanted teenage pregnancies or S.T.I.s should be initiated early, before patterns of sexual behaviour are established. The content of sex, health and relationship education should place the needs of children and young people firmly at its centre. The Children's Act of 1989 required children's views to be taken into account in light of their age and understanding.

School based S.H.R.E. should meet the needs of boys as well as girls, young people from minority ethnic groups and young people with physical disabilities or special educational needs.

Sex, health and relationship education should be firmly rooted in the framework for P.S.H.E. Effective sex and relationship education enable young people to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for P.S.H.E and the National Curriculum launched in September 1999.

The objective of sex, health and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in P.S.H.E will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The new P.S.H.E framework will help pupils develop the skills and understanding they need to live confident, healthy, and independent lives. It will play an important role alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and

social questions. The National Health Schools Standard will provide a useful and supportive framework for delivering sex, health and relationship education. Effective delivery of sex and relationship education is embedded in the success criteria of the standard.

The principle underlying the Standard is that effective sex and relationship education is best achieved through a whole school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupil's. This includes involving parents and carers, giving staff appropriate training and support and ensuring pupils' view are listened to.

Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad a balanced curriculum which,

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school

Our school Sex, Health and Relationship education programme will provide

- Accurate information and combat ignorance, prejudice etc
- Develop a mutual respect and care for others
- Encourage children to become aware of a range of views and to reach their own informed opinions
- Develop skills relevant to decision making in sexual behaviour and relationships
- Enhance the child's self esteem
- Be taught through a differentiated programme to meet the needs of children of different age sand stage of development
- Be conducted in a sensitive manner
- Enable children to air their feelings and views
- Help children prepare for their future lives
- Help children make informed choices with regard to their health

Programme of Study addressed through P.S.H.E and Citizenship schemes of work

Foundation Stage – Early Learning Goals

- All sessions will be delivered using subject appropriate language
- Disposition and attitude
- Self confidence and self esteem
- Making relationships
- Behaviour and self control
- Self care and sense of community

### Key Stage 1

- 1b Know that animals including humans move, feed, grow, use their senses and reproduce
- 2a recognise and compare the main external parts of the bodies of humans
- 2f Know that humans and animals can produce offspring and these grow into adults
- 4a Recognise similarities and differences between themselves and others with sensitivity

### Key Stage 2

- 1a Know the life processes common to humans and other animals including nutrition, growth and reproduction
- 2f Know about the main stages of the human life cycle
  - Avoid being exploited or exploiting others
  - Avoid being pressured
  - Access confidential sexual health advice and support
  - Know how the law applies to sexual relationships

### Methodology

A variety of teaching strategies are applied to enrich SHRE with creativity. All sessions are based on firm, fair ground rules.

- Circle Time
- Drama
- Group Discussion/Paired work
- Puppets
- Storyboard
- Worksheet

## Parental Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of Sex Education.

### OTHER THAN THOSE ELEMENTS WHICH ARE REQUIRED BY THE NATIONAL CURRICULUM SCIENCE ORDER

Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children.

Once a request that a child is to be withdrawn has been made, that request must be complied with until the parent changes or revokes it.

#### A. Specific Issue Statements

##### Child withdrawal procedures

Parents may withdraw their children from any or all parts of the schools programme of sex education. Whilst such lessons are being conducted the child will be provided with appropriate tasks and asked to work under the supervision of another teacher.

#### B. Child Sexual Abuse Procedures

If a teacher has any concerns re the welfare of a particular child then that teacher will make a dated note of their worries and liaise with the nominated persons on the staff. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only.

After consultation it is the decision of the Headteacher as to whether the information is forwarded to the relevant body

#### C. Confidentiality

Any information thus obtained will be regarded as strict confidentiality and will be passed to the staff that need to know

## Methodology for Year 6 when dealing with Human Reproduction

Human reproduction is covered during the course of the Year 6 topic 'My Body'. It is taught as part of a general enquiry into the functions of the body e.g. digestions. The children are taught, simple biological facts of the reproductive systems e.g. fertilisation of the ovary and of the development of the foetus.

## Procedures for the development of Health Professionals

The school nurse visits school to discuss a range of health issues and helps to deliver work on the topic – sex and relationships

## Facilities for Menstruating Girls

Sanitary products are available within the Key Stage 2 female teachers' cloakroom. When changing for P.E. girls will have the option to go to the cloakroom to get changed.

## Limits of Confidentiality and legal requirements

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff.

Some young people may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given.

Staff need to use the support referral systems available in our school and also be aware of our child protection procedures.

Parents have a right to be informed of any issue is causing their child concern. We will always handle this kind of situation with care and consideration.

The Headteacher would consider if there are any special circumstances which may temper this right

### Resources

Lucinda & Godfrey resource pack will be utilised in Foundation Stage, Key Stage 1 and Key Stage 2

### Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching staff and non-teaching members of staff. Copies of this document will be available to all parents from the school office.

### Implementation

Implementation of the policy will take place after consultation with the Governing Body in the spring term 2005

### Monitoring and Evaluating the Policy

This policy will be reviewed every two years by the Headteacher, PSHE Co-ordinator and the Governing Body and Staff.

## Policy of Policy Change for SHRE

Formulation of a working group including

- Headteacher
  - Governors
  - Teachers
  - Support Staff
  - Parents
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- Look at current policy headings and suggested headings.
  - Clarify relevant and appropriate headings for your school.
  - As a group explore each heading to make a statement relevant to your school.
  - Circulate draft policy to all staff and allow for feedback and negotiation
  - Final decision re policy by working party
  - Presented to staff, governors and available for parents