

Thirsk Community Primary School

Sex and Relationships Policy & Guidelines

Mission Statement

Our aim is to provide a welcoming and caring environment in which children are happy and confident. Our approach is founded upon effective relationships and a sense of responsibility for self and others. We place importance on good standards of discipline, emphasising respect, consideration and co-operation.

Through an atmosphere of involvement, we encourage children to be contributing members of the school community as well as to develop increasing independence and self motivation.

We want children to enjoy learning in an atmosphere of encouragement, where effort is rewarded and success celebrated. Through high expectations and challenge, coupled with opportunities to enjoy success at all levels, we encourage our pupils to work hard and achieve high standards.

1. Rationale:

Central to any SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of children's self-esteem is essential to an effective health education programme. If young children feel positive about themselves, they are more likely to take care of themselves, think positively of other people and develop caring relationships. They are also less likely to be exploited by others.

We recognise that we need to broaden everyone's understanding of the SRE policy and its programme. As such, in preparing this policy, the staff and governors of the school have consulted widely with parents and children in order to secure their views and opinions.

This policy is based upon the DfEE guidance document 'Sex and Relationships' (0116/2000), and OfSTED's 'Sex and Relationships' Report 2002 (HMI 433)

2. Aims:

- a. To raise self esteem
 - speaking clearly and with confidence
 - feeling positive and good about themselves
 - recognising our own worth
- b. To have respect for self and others
 - listening to each other
 - appreciating each others' inputs
 - thinking positively of others
- c. To take responsibility for one's actions
 - acting responsibly
 - making sensible decisions
 - knowing when to say 'NO'
- d. To show honesty and loyalty in relationships
 - acting responsibly as an individual or as part of a group
 - demonstrating trust and confidentiality
 - supporting friends and managing friendship problems
- e. To recognise the importance and responsibilities of the family unit
 - valuing family life, knowing why the family is special
 - making responsible decisions
 - understanding the needs of family members e.g. babies
- f. To be sensitive towards the needs and views of others
 - thinking about feelings
 - seeking the opinions of others
 - identifying and sharing their feelings with others
- g. To recognise and accept the differences of others
 - treating others with sensitivity
 - recognising and challenging stereotypes
 - recognising 'bullying' and the feelings of 'the bully' and the 'victim'
 - respecting the beliefs of others
- h. To promote children's physical, emotional and moral well being
 - describing how the body works
 - naming parts of the body
 - understanding themselves
 - knowing about puberty and how to deal with the changes
 - discussing moral questions
- i. To communicate effectively
 - developing confidence in talking
 - listening to the views of others

3.Context:

Sex and Relationships are taught as aspects of the school's PSHEC, PE, RE and Science programmes. They are an integral part of the education for our children, encompassed within a broad and balanced curriculum. The content and methods of teaching are matched to their age and maturity.

Our school is also participating in the National Healthy School Standard Scheme. As such, we are committed to consulting with our community on matters of health education policy. This has involved us in discussions with staff, parents, governors, children, feeder schools and Thirsk Health Centre which have all assisted us in preparing this policy.

4. Learning Outcomes:

By the end of Key Stage 1,

Pupils will be able to:

- Maintain personal hygiene
- Name the main parts of the body

Pupils will know and understand:

- How some diseases spread and how they can be controlled
- About the process of growing from young to old and how people's needs change

Pupils will have considered:

- Rules for, and ways of, keeping safe, including basic road safety, and about people who help them stay safe
- How to make simple choices that improve their health and well being

By the end of Key Stage 2,

Pupils will be able to:

- Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Pupils will know and understand:

- About how the body changes as they approach puberty

- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Pupils will have considered:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating
- What effects mental health and how to make informed choices

5. Role of Coordinator

The coordinator for PSHEC is Mrs Entwistle. She has the responsibility for preparing the policy statement and informing staff of the school's programme of study as well as preparing resources to support this work. Staff need advice and training and this will be organised in line with the school's development plan.

6. Role of Class Teacher

Sex Education and Relationships is taught through different areas of the curriculum. In the main it is taught through PSHEC, PE, Science and RE. Teachers encourage children to discuss issues which will significantly improve children's understanding and knowledge of their bodies. The key areas are:

- Responsibilities
- Respect
- Changes
- Relationships

Teachers are responsible for planning and delivering the school's agreed programmes of study and for liaison with outside agencies. In terms of 'Changes' the school works closely with the School Nurse who visits school to work with Y5/ 6 children on an annual basis in the Autumn Term.

7. Role of Parents

Parents are informed of the education of their children by the school. Sex Education and Relationships is a sensitive issue and care and consideration has been made by the school in supporting parents in their duties. Parents are asked to support the school in its programme by listening to their children's concerns, responding sensitively to their questions and to improve their children's confidence, knowledge and skills. Our education programme will complement and support their role as parents. Parents have the right to withdraw their children from the 'Changes' programme provided by the School Nurse.

8. Role of Governors

It is the governing body's duty to consider and approve the curriculum for the school. They have the right to inform parents and carers of changes to the Sex and Relationships Education, which their children are involved in. They have consulted widely, and will continue to do so in this respect, before reaching and making any policy changes.

9. Role of Support Agencies

Visiting speakers are sometimes invited to come into the school from the local community e.g. police, nurses. They play an important part in supporting this policy. In Year 5/ 6, for example, children are supported by the School Nurse in the delivery of a 'Changes' programme of study on puberty.

10. Resources

A wide range of resources is maintained in the staffroom and are updated on an annual basis. Staff are advised to consult with the coordinator any materials/ resources which are not school based, particularly if the materials are considered to be a cause for concern.

11. Monitoring & Review

This policy statement and supporting guidelines will be reviewed on a bi-annual basis by the coordinator, the Headteacher and Curriculum Committee of the Governing Body.

12. Right to Withdraw

Parents have the right to withdraw their children from those parts of the school's programme which are not part of the National Curriculum. The parts which are compulsory are identified with an asterisk in our programmes of study.

13. Confidentiality

This is an area of some concern for us all. Teachers are in a position of 'loco parentis' whilst in school and as such have a duty to protect and care for the children in their care.

Should a situation arise where a child is thought to be 'at risk of harm' the Headteacher will be informed as soon as possible and 'Child Protection' procedures will be followed.