

HIGH ERCALL PRIMARY SCHOOL



Relationship and Sex Education Policy.

Governor Statement

The Governors of High Ercall Primary have agreed the following policy and practice for Relationship and Sex Education. This is in line with the recommendations by the LA, which were adapted and adopted by the Governors of this school.

(Review date – summer 2015)

High Erccall Primary School.

High Erccall Primary is a small village school in a rural location between Telford and Shrewsbury. The school was established in 1870. The original building remains in use and has been supplemented by a new open-plan block with hall and kitchen. There is a hard surface playground and ample playing fields.

The school plays an active role within the local community and has forged links with the local pre-school, the church and senior citizen organisations. We have a supportive 'Friends Association Of High Erccall' which organises functions and festivities within the village on a regular basis. The pupils are also involved in charity work, both locally and nationally, throughout the year.

At High Erccall Primary School there exists a caring and supportive atmosphere. We place great emphasis on improving standards in education and on fostering traditional social values.

Introduction and Background

Nationally Sex and Relationship Education is referred to as (SRE). As a school we believe that the emphasis should be based on the relationship element first, therefore (SRE) will be taught and addressed as Relationship and Sex Education (RSE).

The Sex and Relationship Guidance published in 2000 emphasised the need for effective sex and relationship education (SRE) in schools- SRE was to be firmly rooted within the Personal, Social and Health Education (PSHE) and Citizenship Framework and was to be supported by the National Healthy School Standard (NHSS).

It emphasised that sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The SRE Guidance (2000) was supported in legislation by the Learning and Skills Act (2000), which require that, in the context of SRE:

- young people learn about the nature of marriage and its importance for family life and the bringing up of children
- young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

The Consultation Process Has Involved:

- consultation with wider school community e.g. school nurse, LA Advisors, Traveller Support Education Services.
- review of RSE curriculum content with staff and RSE task group
- consultation with school governors
- questionnaire to parents / carers - both hard copy and through the Virtual Learning Environment (VLE).

What Is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

In addition at High Ercall Primary School we believe that RSE should:

- be an integral part of learning, beginning in early childhood and continuing into adult life
- recognise that parents/carers are key people in teaching their children about relationships and sex education
- be set within a wider school context which supports family commitment, love, respect and affection, knowledge and openness
- respect that 'The family' is a broad concept and includes a variety of family structures
- encourage respect of each other's views
- be an entitlement for all young people
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment; further developing the SEAL building blocks on Relationships
- include a sensitive, honest and balanced consideration of sexuality; promoting a culture of respect and addresses homophobic bullying which is often name calling at the primary years

Relationship and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the needs of young children
- learning the value of respect, love and care
- exploring moral dilemmas
- developing critical thinking as part of decision-making
- challenging misconceptions

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make informed choices
- managing conflict
- develop the skills to be able to avoid inappropriate pressures or advances

Knowledge and Understanding

Learning and understanding physical development at appropriate stages:

- the differences between males and females
- naming of the different parts of the body
- how bodies change as we get older
- how babies are made
- how babies are born

Aims

Relationships and Sex Education will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- develop their self esteem and sense of responsibility
- are able to name parts of the body and describe how their bodies work

In achieving this we believe that the school's RSE policy is designed to work alongside parents and carers and is not designed to replace their responsibility to inform and educate their child/children on these matters.

When delivering the materials themes will be discussed in a sensitive manner, with children made to feel comfortable with the material being covered. Parents /carers are encouraged to reinforce the positive messages to their children.

Organisation and Content of Relationship and Sex Education.

After consultation with the RSE task group and staff it was agreed that the Living and Growing Resources would be used to underpin the teaching of RSE. Other resources are also being used and are identified in the schemes of work for Key Stages 1 and 2 (Appendix 1/ 2 respectively). Links will also be made between SEAL and citizenship.

Much of the Relationship and Sex Education at High Ercall Primary School takes place within PSHE lessons. Teachers and teaching assistants deliver the emotional aspects of the PSHE Curriculum. Outside professionals are used to support the teaching of RSE.

Relationships and sex education lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions and at an appropriate level. Some questions may be referred back to the family. Pupils may wish to place some questions anonymously in a question box and these may be addressed in later sessions.

Inclusion

Ethnic and Cultural Groups

The school will consult the views of pupils, parents and carers to promote respect and understanding of different ethnic and cultural groups.

Pupils with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Child Withdrawal Procedures.

Parents/carers have the right to withdraw their children from part or all of sex and relationship education provided outside National Curriculum Science. Parents/carers wishing to withdraw their child should do the following:

1. ask to see a copy of the school's Relationship and Sex Education Policy and schemes of work.
2. ask the school for an appointment to see a member of staff concerning withdrawing their child from RSE.
3. following the meeting if a parent/carer still wishes to withdraw their child from the RSE programme they will be asked to put their request in writing stating from which part of the programme they wish their child to be excluded.

Using Outside Visitors

The school uses outside visitors to help support the RSE Programme.

All visitors are made aware of:

- their purpose and role within the school's programme;
- the boundaries of their input;
- the school's RSE policy, Confidentiality policy and the planned RSE programme;
- explicit lines of accountability between the visitor and the school.

Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the PSHE Subject Leader to oversee and organise the monitoring and evaluation of PSHE.

The Headteacher, PSHE Subject Leader and Governors' Curriculum Committee are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's relationship and sex education policy and practice.

Headteacher
signature.....

Governor
signature.....

Pupil Representative
signature.....

Date
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