



# Manor Primary School

## Sex and Relationships Education Policy



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## Introduction

### School Address

Richardson Road, Stratford, London, E15 3BA

### Description of the School

The school draws pupils from the local area which has undergone some regeneration. Over the last five years, families have been moved into other areas and this has resulted in a drop in the school roll. A significant number of pupils come from newly arrived to the UK families who often move on quickly to more permanent housing. About a third of pupils come from Black African and Black Afro-Caribbean backgrounds, about a third are from Bangladesh, India & Pakistan, a fifth are White British and there is a significant number from Eastern European families. The remainder represent a wide range of minority ethnic groups. More than two thirds speak English as an additional language and most are in the early stages of learning the language.

## Development of Policy

### The People Involved

The policy was initially developed by a working party which consisted of:

- Previous Head Teacher
- 1 teacher
- Newham– policy documents
- Parent governor
- Community Governor

### The Process Undertaken

- The working group was briefed the by previous Head Teacher
- The previous equal opportunities policy was reviewed
- Parents were consulted on the policy
- Governors have been consulted on the policy.

## Purpose of the policy

The purpose of this policy is to explain the aims of SRE within Personal, Social, Health Education and Citizenship. It also describes what we teach and the approaches we use.

This policy helps to ensure that the whole school community, parents, staff, governors and pupils have a shared understanding of this important area of the curriculum.

The national Teenage Pregnancy Strategy (1999) aimed to drastically reduce pregnancy among under-18s by 2010. In Newham there continue to be higher than average rates of STIs and

unplanned Teenage Pregnancy. As a school we want to equip our pupils with the relevant knowledge, skills and attitudes to develop the self-confidence and self esteem to ensure they do not engage in early sexual activity. Both the national and local Teenage Pregnancy Strategies identify effective sex and relationships education as an important contributory factor in the reduction of under-18 conception rates.

The National Healthy School Standard (NHSS, 1999) aims to support schools in the development of a whole school approach to health. Effective sex and relationships education is one criterion for a healthy school.

### Links with other policies and programmes

SRE is taught within the **PSHE programme** across all years.

The school has a drugs policy that shares common criteria with the SRE Policy.

The **confidentiality policy** has been developed separately from the SRE policy and is available on request. Confidentiality is referred to later in this policy.

The school also has an **anti bullying policy** and an **equalities policy** to help ensure pupils are free from discrimination.

### Moral and Values Framework

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self;
- Respect for individuals and human rights
- Responsibility for their own actions;
- Responsibility for their family, friends, school and the wider community
- The value of family life
- Freedom from exploitation
- Acceptance of minority groups without exploitation

### Faith and Cultural Perspectives in SRE

The school believes that all young people from all faiths and cultures in the school have an entitlement to SRE that can support them on their journey through childhood to adolescence and adulthood. SRE should be sensitive to the range of different faiths in the school.

The school will ensure wide consultation with parents and the wider community when developing its Scheme of Work and the resources it uses to be sensitive to the range of cultural and faith beliefs and values and to reassure parents.

When appropriate certain aspects of the SRE programme may be delivered in single sex groups.

The school will take account of religious festivals and celebrations to ensure as many pupils as possible can access the SRE programme.

## Aims of the SRE Programme

Manor School believes that sex education in school will be developmental and a foundation for further work. As well as the National Curriculum Science topics, it will be delivered as part of an integrated PSHCE programme across the school.

“SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes” (Sex Education Forum, 1999).

In line with Government guidance (***Sex and Relationship Education Guidance, July 2000***) our sex and relationship education aims to prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex

In accordance with government guidance (The Learning and Skills Act, 2000) we want to make sure that young people:

Learn about the nature of marriage and its importance for family life and the bringing up of children; and are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural backgrounds of the pupils concerned.

The sex and relationship education programme at Manor school will

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiritual curriculum content.

We aim to:

- Create a stimulating and attractive environment, which supports learning
- Provide access to a broad, balanced curriculum, which offers pace, challenge, continuity and progression
- Encourage pupils in their learning through active participation, differentiated teaching, effective assessment, feedback and target setting.
- Extend pupils fully by encouraging perseverance and aiming for maximum success in all things
- Support pupils in developing a sense of right and wrong through example and a school code of conduct
- Celebrate pupils success and share it within the school and the wider community
- Ensure equality of opportunity underpins everything we do.
- Develop a sense of community where all pupils, parents, staff and others feel valued and respected.

- **Co-ordination**

Sex education will be coordinated by the Assistant Head (Curriculum).

- **Who teaches SRE**

All members of staff are committed to delivering the programme.

External Visitors  
School Nurse

- **Where SRE is taught**

Through the Science Curriculum  
Through PSHE lessons  
Assembly

- **Content of sex education**

### **Ages 4-5**

- People in my life. What they do for me and what I do for them;
- My moods – feeling happy, sad and so on;
- Friendships;
- Keeping safe. Danger I might come up against. Saying no;
- Myself and other people – similarities and differences;
- Growth in people, animals and plants

### **Ages 6-7**

- Changes as we grow;
- Different types of families;
- Feelings in families (for example love, jealousy);
- What helps people to get on with each other (for example listening/sharing);
- What makes me happy;
- What I like or don't like about other people;
- Keeping safe;
- Caring for myself – hygiene, sleep, exercise;
- People who help me to care for myself;

### **Ages 8-9**

- Feelings which make me happy, sad, embarrassed, scared and so on;
- Difficult situations – for example, teasing and bullying;
- Changes in my body and in those of others;
- How babies begin and are born – how they grow;
- Family trees;
- Keeping healthy – exercise, diet, the immune system, and so on;
- Friendship – who our friends are, how we make and lose friends;
- Making decisions – influences on me;
- Keeping safe;
- Varied lifestyles in the class and community – differences in others and how we feel about differences;

## **Ages 10-11**

- Decision making – risk taking;
- Feelings about the future (for example changing schools);
- Families and how they behave – what members expect of each other;
- Celebrations of birth, namings, puberty, marriage and death in different cultures, cultural practices in different parts of the world;
- Expressing feelings and how we do this; being assertive, not bullying;
- Differences and similarities in people;
- Sexuality – what it is and what words describe it;
- Body changes in me and others – why they are happening;
- Things that go into my body that help (for example good food and some drugs) and harm (for example some drugs, cigarette smoke, poisons);
- Messages about health and sexuality from television, films and newspapers.

### **• How SRE is taught**

Learning methods, which involve children's full participation, will be used as much as possible. For example: whole class groups, smaller groups of pupils, case studies, role-play and drama, as well as individual quizzes / questionnaires and storyboards. Single gender groups will be used as deemed appropriate and relevant. Presentations from relevant external agencies and health professionals  
Through circle time  
Assemblies

## **Specific Issues Statements**

All the issues highlighted in this section will be addressed while ensuring pupils are referred to the values of their communities and to discuss the issues with their parents and families if they are able.

Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals, for example SHiNE, the young people's sexual health service based within Newham NHS Primary Care Trust

### **• Sexuality and Sexual Orientation**

The school upholds positive beliefs about diversity and wants to ensure pupils are not bullied or discriminated against. Also young people need to know that they will come into contact with a diverse group of people in their lives through work, leisure, family and friends.

In a lesson where homosexuality is mentioned the teacher will ensure that the young people will know that homosexuality is legal and what the age of consent is for sex between two people of the same sex.

Young people, whatever their developing sexuality, need to feel that SRE is relevant to them, and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation. Teachers can be assured that they can discuss this subject within the classroom. Government guidance is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

There should be no direct promotion of sexual orientation.

“Homophobia should be challenged wherever and whenever it arises in schools. Homophobic bullying should be dealt with as unacceptable like other forms of bullying such as racial or because of a pupil’s appearance because of the emotional distress and harm caused.”  
(Social Inclusion: DfES Pupil Support Circular 10 /99)

- **Puberty**

All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, and for the opposite one.

- **Menstruation**

Our SRE programme provides preparation for menstruation. Boys as well as girls will need to understand menstruation. We divide the classes into single sex groups for these lessons

Schools should also make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection. (DfES SRE Guidance 2000). Therefore this school ensures girls know who they can go to for sanitary protection in the school. Girls know that this will be treated confidentially.

- **Masturbation**

Young people need to be given accurate medical information and be able to discuss the different religious beliefs around this topic. Teachers need to ensure they are comfortable discussing this subject so as to be careful not to give incorrect information. Teachers cannot inform young people that masturbation is harmful. It is taught about along with nocturnal emissions, which is a natural process for the majority of boys.

- **Conception**

How a baby is conceived and born. This is taught at Key Stage 2.

- **Contraception**

Pupils need to be made aware of contraception long before they might need to use it and it should be addressed in a way that is appropriate to each pupil’s age, experience and level of understanding.

Contraception is referred to in a lesson as part of the Living and Growing series. We do not cover it in great detail but refer to it when talking about how a baby is conceived.

- **Sexually Transmitted Infections (STIs), including HIV/AIDS**

Teaching about HIV / AIDS and STIs includes:

- Helping pupils clarify their knowledge of HIV/AIDS and STIs
- Teaching them assertiveness skills for negotiating relationships and
- Enabling them to become effective users of services that help prevent / treat STIs and HIV

To reinforce these points the DfES SRE Guidance 2000 states that the key messages for sexual health professionals and teachers should be:

- Information and knowledge about HIV/AIDS is vital
- Young people need to understand what is risky behaviour and what is not
- Sex and relationship education should inform young people about condom use and safer sex in general
- Young people need skills to enable them to avoid being pressured into unwanted or unprotected sex (this should link with issues of peer pressure and other risk taking behaviour such as drugs and alcohol) and
- Young people need factual information about safer sex and skills to enable them to negotiate safer sex

### **Answering difficult questions**

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. At Manor school we believe that individual teachers must use their skill and discretion in these situations and refer to the deputy head if they are concerned.

Teachers should not feel that they have to give an answer if they are not sure or do not want to for any reason but must do what they can to ensure pupils have access to the relevant information, if appropriate

If outside visitors are being used to deliver elements of SRE it may be possible to consult with them to answer these questions by getting the pupils to write down questions for the visitors.

### **Confidentiality and Child Protection**

The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when **Ground rules** are being established at the beginning of the sessions. As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, though it cannot be promised to the students. If this person believes that a child is at risk or in danger, she/he is to talk to the deputy head / SENCO who may confer with the head teacher before any decision is made.

The child concerned will be informed that the confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Borough Child Protection Procedures and the school policy are located in the Staffroom and the School Office.

## **SRE for children with learning difficulties**

The school believes that children with learning difficulties should have equal access to the SRE programme. Advice is taken from school nurses, the local sexual health providers and the speech and language therapy service. The content of the SRE programme for pupils with learning difficulties is roughly divided into:

- Body parts
- Gender
- Feelings
- Public and private
- Relationships
- Life cycle

Active methods of group work are used. These methods use a variety of ways of communicating and are not only verbal. They include circle work, matching and sequencing pictures, storytelling, drama and mime. Some of the ways that we work include:

- Setting up working agreements from the start, such as no-one will be expected to ask or answer a personal question; it also provides clarity about what will need to be passed on if there is a genuine concern
- Using group building activities to form a cooperative and safe group
- Giving a variety of opportunities for developing and practising skills like decision making and assertion
- Using distancing methods like stories, case studies, drama and 3D models to allow discussion about matters without referring to people in the group
- Using ritual and repetition to promote learning, for example using the same song or activity to start the session
- Building on what has gone before by returning to similar content at each stage
- Drawing on a wide range of materials, including visual, aural and tactile.

## **SRE, Equal Opportunities and Inclusion**

Manor School is committed to working towards equality of opportunity in all aspects of school life.

The school will work to ensure that the policy and programme is relevant to:

Boys as well as girls

The range of cultures and faiths of pupils at the school and within UK society

Pupils with special needs

Lesbian, gay and bisexual pupils

All resources and methods will be as inclusive as possible and guidance will be sought on the most accessible resources relevant to the needs of the pupils in our school.

## Working with the Whole Community

- **Parents and Carers**

The school is committed to working with parents. Parents are consulted in the development of this policy and are informed when SRE is being delivered and are invited to look at resources during lunch time or after school meetings.

Sex education materials will be available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home.

- **Withdrawal from the SRE programme**

Under the Education Act 1993 their parents can withdraw pupils from part of the sex education that is outside the compulsory elements contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see the head teacher. She will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. She will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

- **Governors**

Governors will be notified when the policy is updated and kept up to date with consultation with pupils. A governor will form part of the working group when reviewing the policy and the governing body will be kept informed of the process before the policy is brought before the governing body for approval.

- **Pupils**

In the school pupils will be consulted through the school council. Classes are provided with a questionnaire asking them what they want in their SRE sessions.

## Evaluation and Assessment

The policy will be reviewed using a consultative process, which identifies teachers', pupils' and parents' feedback on the sex education programme.

A variety of informal evaluation activities have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson, which will be analysed by the co-ordinator.

Elements of sex education in the science curriculum will be assessed formally

## Use of support agencies

The school appreciates the input that visitors can contribute to the SRE programme. There are various people who can resource and support school based sex education. In Newham these people may include Healthy Schools, SHiNE, SPARK, Teenage Health Project, Connexions, as well as parents, religious leaders, the school nurse or other health professionals. A visitor can:

- Bring a new perspective to a subject
- Offer specialised knowledge, experience and resources
- Make the topic less embarrassing because the visitor is a 'safe stranger'
- Form a link to the community and make local services more accessible
- Add variety to the curriculum
- Give support to teachers

When working with external agencies the school will consult the **Healthy Schools Team** if agencies are previously unknown to the school. Most agencies will have a policy for working in schools and the school SRE coordinator will meet with an agency representative to ensure the following:

- Any contributions by visitors are consistent with the government's overall policy as well as statutory requirements
- They are aware of the school sex and relationships education policy specifically the Specific Issues content of the policy
- Role of the visitor when delivering the session
- Role of the teacher when a visitor is delivering a workshop

The teacher retains overall responsibility when an outside visitor is leading a class and it is important that the teacher and the visitor have agreed roles and responsibilities so that they do not undermine each other.

## Training and Support

Teachers are supported by a range of staff who have a good deal of experience in dealing with this subject matter.

## Teaching Materials and Resources

Any materials used to support the teaching and learning of SRE will be available for review on request to the PHSE co-ordinator.

Materials used will be available for parents to view on request and as part of parental curriculum meetings.

## Dissemination of the Policy

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this will be prepared and included in the school prospectus. The policy has been fully discussed by the governors.