

FOX WOOD SCHOOL



SEX AND RELATIONSHIPS EDUCATION POLICY

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PHILOSOPHY

Sex and Relationships Education aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. SRE at Fox Wood is planned as part of Personal Social and Health Education (PSHE) and Citizenship and Healthy School Development. The context for PSHE and Citizenship is set by the aims of the National Curriculum which requires schools to provide opportunities for all pupils to learn and achieve; promote pupils spiritual, moral, social and cultural development; and prepare all pupils for the opportunities and responsibilities of life.

At primary age, pupils are taught about friendships and family. This is extended for secondary age pupils to include the development of more specific relationships and emotions and how these are expressed (including physical expression).

AIMS

The aims of this policy are in compliance with SRE Guidance (DfEE0116/2000).

- To define SRE
- To describe how SRE is provided and who is responsible for providing it.
- To say how SRE is monitored and evaluated
- To include information about parents rights to withdrawal
- To be reviewed regularly
- To be available for inspection and for parents

Fox Wood School has individual policies for PSHE, Citizenship and SRE. The Governing Body will involve parents, health and other professionals to ensure that SRE addresses the needs of the community, education and health priorities, and the needs of our pupils. SRE Guidance recommends that SRE is planned and delivered as part of PSHE.

SRE GUIDANCE and LEGISLATION

- The SRE elements in the National Curriculum science programmes of study across all key stages are mandatory for all pupils of primary and secondary age.
- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum science programmes of study. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection.
- Primary Schools should either have a policy statement that describes the SRE provided or give a statement of the decision not to provide SRE other than that provided within the National Curriculum science programmes of study.
- Secondary schools are required to provide SRE which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDS.

The SRE Guidance (DfEE 2000) is supported in legislation by the Learning and Skills Act (2000) which requires that:

- Young people learn about the nature of marriage and its importance for family life and bringing up children
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and religious and cultural background of the pupils concerned
- Governing bodies have regard to the SRE Guidance

SPECIAL SCHOOLS and SRE

Special and mainstream schools have a duty to ensure that pupils with special educational needs are receiving SRE. The SRE Guidelines states SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions about their lives. The Special Educational Needs Code of Practice (DfEE 2001) describes the governing body's responsibilities to 'ensure necessary provision is made for pupils who have special educational needs.' Children and young people with special needs are particularly vulnerable to abuse and SRE can help them to protect themselves now, as well as prepare them for adult life.

TEACHING and LEARNING STYLES

Teaching and assessment can be planned through individual, paired, group or whole class activities. Pupils will be encouraged to work independently or in groups, whichever is appropriate to the activity and the ability of the pupil.

SCHEMES OF WORK

SRE is included in the Schemes of Work for PSHE and these are covered in our topic based approach to the curriculum at Key Stages 1 - 3. There is also a dedicated SRE programme and class teachers plan sessions that suit the individual learning needs of the pupils within their class group. The SRE programme is used throughout the school starting at a very simple level with the under-fives and changing to meet the developing requirements of the young person as they grow older. Pupils benefit and learn from a curriculum that spirals so they can return and revise, re-learn or approach topics within sex education from different levels or angles. This also means that if an area is not particularly appropriate, for example, human reproduction, they can revisit an area such as 'making friends' or 'babies'. These reflect 'human reproduction' in a realistic way and on an understandable level. Staff use the correct medical vocabulary for sexual parts of the body at all times. The schemes of work cover a range of areas, these include:

- Body awareness
- Hygiene
- Knowing me
- Gender
- Private and public, touching

- Feelings
- Relationships
- Life cycles

Any pupil with specific issues arising within the area of SRE should be dealt with in consultation with the parents/carers and only within contexts where pupil, parent/carer and staff feel confident and comfortable.

PROVISION FOR FOUNDATION STAGE PUPILS

Pupils will access SRE through Early Learning Goals in the area of PSED with a focus on relationships (family and friends)

DELIVERY

The Sex and Relationships Education programme will be delivered through PSHE (and science) lessons throughout the Key Stages.

The Delivery of SRE is the responsibility of class teachers and will be taught as part of the PSHE curriculum in discrete lessons.

RESOURCES

The Healthy Living Team will purchase suitable resources to enhance the delivery of the subject. These will reflect the differences in culture, religion, gender and ability in our community, as well as supporting the scheme of work. A spending plan is written yearly to include resources as money is made available to the subject.

ICT PROVISION

Pupils will access some aspects of SRE within the PSHE curriculum, for example, educational DVDs, Internet, and computer programmes, as appropriate and under staff supervision.

CROSS CURRICULAR LINKS

PSHE is taught as a discrete subject at Fox Wood School, but it also underpins other subjects taught within the curriculum, eg. human reproduction in science, sharing and friendships in Religious Education, family units from various cultures in geography etc.

PSHE, including SRE skills can be taught throughout the school day, and will be acknowledged and celebrated as they are achieved eg. citizenship assembly.

DIFFERENTIATION

PSHE including SRE will be taught using methods and resources that meet the individual needs of all our pupils in a relevant and balanced manner.

IEPs are written by class teachers for every pupil on a termly basis and include at least one target in the area of PSHE.

EQUAL OPPORTUNITIES

SRE will be delivered to all pupils unless they are formally withdrawn by parents/carers, using methods and resources that reflect differences in culture, religion, gender and ability, sensitively and positively.

MONITORING AND EVALUATION

The Scheme of Work is reviewed regularly with all teaching staff and updated as appropriate. KS1, KS2 and KS3 pupils follow a topic based curriculum.

The policy will be reviewed every three years by the PSHE Co-ordinator in accordance with school procedure.

HEALTH AND SAFETY

At Fox Wood School we have a duty to ensure that pupils are properly included in Sex and Relationships Education. Sex and Relationships Education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special needs may find it difficult to accept their child's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. All pupils will need help to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

CHILD PROTECTION/SAFEGUARDING

If a member of the school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will use the standard child protection procedures. All staff are made aware of these procedures by Val Howorth. (Designated Senior Lead for Child Protection)

HOME / SCHOOL LIASON

Copies of the SRE policy are available for parents and will be sent home on request when feedback /comments will be invited. A copy of this policy is available on the school website. Class teachers will inform parents/carers of the topic in PSHE each half term. Parents/Carers have the right to withdraw their children from Sex and Relationships Education, although not from those elements which are within the science National Curriculum programmes of study. If a parent wishes to withdraw a child they are asked to discuss issues with the Headteacher, and to be clear about the activities pupils will do if withdrawn. If pupils who are withdrawn from Sex and Relationships Education lessons subsequently ask questions relating to SRE on

other occasions within the school curriculum, staff will answer these questions honestly and sensitively.



Fox Wood School SRE Programme

Body Awareness and Hygiene

Knowing my body
Awareness of others' bodies
Naming and identifying body parts and their function/s
Sexual body parts (medical terminology)
Growth
Body changes
Awareness of race
Physical abilities and disabilities
Self-esteem – I value my body
Hygiene - washing, hand / foot massage, brushing teeth, nail care, hair care, shaving

Knowing Me, Gender

Me – who I am
What I like and what I don't like
Who I like and who I don't like
What I can do and what I can't do
Who can I trust
Types of people in my life – friends, family, teachers, people in the community etc
Awareness of others
Physical similarities and differences
Gender differences
Challenging stereotypes
Places and gender (e.g. toilets)
Developing a positive image self-esteem

Private and Public, Touching

Body parts which are private / not private
Places to go to be private
Creating privacy
Places to spend time with other people
Masturbation
Appropriate behaviour
Appropriate places to touch
Gaining permission to touch
Resisting pressure and saying "no"
Respecting others
Consent
Making choices
Confidentiality

Feelings

Recognising own and others' feelings
Body language
Gesture and expression
Response to situations (e.g. bereavement)
Adolescence and growth
Managing feelings
Sexual feelings
Tactile sensations
Feelings of anticipation, expectation
Feelings related to disability, gender, race, power

Relationships

Self awareness
Definition of a relationship
Family and non-family relationships
Friendships
Liking somebody and loving somebody
Dating and marriage
Having a girlfriend / boyfriend
Sexual relationships
Same sex relationships
Compliments – accepting and giving
Sharing a special time or event
Relationship skills
Sexual intimacy – safe sex, STI's

Life Cycles

Where am I now? (physiological)
How I developed to this point
Growth
Age differences
Family relationship / kinship
Who I might become: future body changes
Puberty
Sexual body changes
Menstruation
Change in status and relationships
Human reproduction
Pregnancy and babies
Bringing up children