

Bowhill Primary School

Sex and Relationships Education Policy

1. Context

Bowhill Primary is a community primary school for girls and boys aged 4-11. The school presently has in region of 400+ children on roll who come from both single and dual parent families. In each year there are a number of children identified with special Educational needs. There is a wide social mix and varied family backgrounds. The school is set in the City of Exeter in the St Thomas ward. The school has an active PTFA, which involves itself mostly in fund-raising and supporting the teachers.

2. Aims of the Sex and Relationships Education programme

The PSHE and Citizenship curriculum will:

- Provide children with knowledge
- Explore attitudes and values/relationships

The term Sex and Relationships Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

3. Morals and values framework and ethos of the school statement

The Sex and Relationships Education programme will reflect the school's overarching aims and supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

4. Equal opportunities statement

Bowhill Primary School is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment – See Equal Opportunities Policy.

The needs of boys as well as girls

Girls tend to have greater access to Sex and Relationships Education than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special Educational Needs

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

5. Curriculum content

Our Sex and Relationships Education programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty
- personal hygiene

At Bowhill Primary School Sex and Relationships Education is delivered in Years 5 and 6. It is part of the Year 6 transition to high school programme.

Consideration will be given to appropriate teaching methods [i.e. one-to-one, small group, whole class]. Single sex groups will be used to deliver parts of

the programme as and when appropriate especially in Years 5 and 6. In Year 6 we will use the "Living and Growing" support DVD and resources.

Areas of focus will be:

- changes (puberty)
- how babies are made
- how babies are born

6. Organisation

The PSHE Co-ordinator will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme. He/she will work in close co-operation with the head and named governor for PSHE, Mr Mark Burnard.

A range of teaching strategies will be utilised to provide the breadth of effective learning opportunities outlined in the framework for all children. These include:

- active learning,
- enquiry and discussion exercises which involve the children's full participation.

The needs of the children are reflected in the planned programme, drawing on the children's own experiences and existing knowledge through the possible use of:

- discussion forums
- circle time
- suggestion/question boxes in classrooms
- visitors and visits

7. Specific issues

Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships Education. Ground rules are established in every class in order to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- Children will be encouraged to use the correct names for body parts.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Child Protection

Children occasionally make personal disclosures, either in class or to individual teachers. The school policy about Child Protection provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children. At Bowhill Primary School all organisations and visitors who visit to provide curriculum support, are issued with the following code of conduct:

- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- All visitors will be police checked prior to contact with any children.

Parents/Carers Right to Withdraw their child

Bowhill Primary School is committed to working with parents/carers. Parents/carers have a right to withdraw their children from Sex and Relationships Education lessons. Parents/carers wishing to exercise this right are asked to contact the head teacher who will explore their concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the child, and the possible negative experiences or feelings that the child might encounter and how these can be minimised. Once a child has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

Provision for pubertal children

Sanitary disposal units are located in the cubicles of the Year 6 girls' toilets. Girls requiring sanitary protection should go to the school office.

The nature of support available to children

The school takes its role in the promotion of children wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

8. Assessment, recording and reporting

Assessment

Assessment for PSHE (including Sex and Relationships Education) will be carried out in a variety of ways including:

- children's reflection
- teachers' reflection

This will also be linked into key aspects such as bullying incidents, attendance and behaviour.

The PSHE co-ordinator will monitor the impact of the programme annually with reference to the defined learning outcomes and children's responses.

Any concerns arising with individual children will be addressed appropriate with parents/carers.

9. Dissemination of the policy

A copy of this policy will be put on the intranet for all teachers and governors, and also on the school website. A copy is held in the PSHE file and copies are available to parents if requested.

10. Monitoring and evaluation of the policy

The PSHE co-ordinator, in conjunction with the named governor, Mr Mark Burnard, will be responsible for the monitoring and evaluation of this policy.

Any relevant comments from recent OfSTED inspections, healthy schools status, or other evaluations completed will also be included in the evaluation and review process.

11. Date for review of the policy

The policy will be reviewed in February 2018 using a consultative process which identifies teacher and whole staff; pupil; parents/carers and governor feedback.

Signed:

Head teacher

Date

Chair of Governors

Date

February 2016