



# Stourport Primary Academy

Explore Dream Discover Achieve

## SEX AND RELATIONSHIP POLICY

January 2018

School: Stourport Primary Academy

Address: Park Avenue  
Stourport-on-Severn  
DY13 8SH

Member of staff responsible: Headteacher - Mrs J Elwis

Date of Policy: November 2017

Date to be reviewed: Autumn 2019

## POLICY FORMATION, CONSULTATION AND DISSEMINATION

The policy was drafted in the light of the DfEE guidelines (July 2000) and Healthy Schools guidance 2005 and ECM 2005 consultation with senior staff, parents, a governor and school nurse.

A copy of this policy will be available to all staff and a copy will be included in all staff handbooks. Parents will be given a copy on request. After approval by staff and governors, this will be adapted as school policy at Stourport Primary Academy.

## AIM AND OBJECTIVE OF THIS POLICY

**Aim:** The aim is that this policy contributes to our ethos of valuing and including each individual in the school community and that it informs staff/student relationships, both one to one, in PSHE and other classes.

**Objectives:** Towards this aim students will be given:

- Objective factual information about the human body and its changes.
- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- Opportunities to discuss some moral issues - hearing the points of view of others and respecting other people's decisions, rights and bodies.

- A chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

## DEFINITION OF SRE

SRE is lifelong learning about physical, moral and emotional development and the importance of marriage, stable and loving relationships, respect, love and care.

Learning outcomes for SRE within the school.

By the end of Key Stage 2 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will also have considered their own and others attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

## MORAL AND VALUES FRAMEWORK

Our framework of values for sex and relationship education, to which all of us teaching the subject subscribe, is to attempt to foster:

- A respect for self and other.
- Non-exploitation in sexual relationships.
- A culture in which we explore rights, duties and responsibilities in relationships.
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class.
- Realistic discussion about the affects of early sexual activity and society's attitude towards this.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

## TRAINING PROVISION

All staff will be offered training as felt necessary, to enable them to feel comfortable teaching the programme. Planning time will be given to the co-ordinator and staff teaching this subject.

## APPROACH AND METHODOLOGY

Following the DfEE guidelines on sex and relationship education (July 2000) we use a variety of teaching methods including active learning, discussion and project learning and encourage reflection. A safe environment for discussion is created by the use of ground rules and distancing techniques. We carefully select leaflets and other written material from the best that is available at any time (parents are very welcome to see any of this material). Parents are consulted and invited to take part in workshops related to SRE. These will be led by school staff.

Informal language for parts of the human body and sexual activity will/may be used in the class but formal terms will be taught. This is to be taught throughout Key Stage 2 so that ground rules will be embedded in the process.

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit or inappropriate for the whole class the teacher will acknowledge it and address it later on an individual basis, where appropriate.

Teachers are aware of the need for ongoing development in lesson planning in order to build in flexibility to take into account variations in the ability and maturity of pupils.

## PROCEDURES FOR REVIEWING EFFECTIVENESS OF PROGRAMME

Evaluation meetings will be held annually with all staff teaching the programme and student views will be sought by anonymous questionnaires and focus groups. Parents are invited to share their views and may meet with staff at an arranged time. The programme will be responsive to these views every 12 months. Staff development needs will also be identified.

## COMPLAINTS PROCEDURE

Any complaint about the content or delivery of the sex and relationship Education programme should be addressed to the PSHE Co-ordinator or the Head.

## EQUAL OPPORTUNITIES

This policy links closely with the Equal Opportunities Policy, the Bullying Policy and the County Guidelines on Child Protection plus other policies available from the Headteacher. Equal Opportunities is not about treating everybody the same - but about helping to redress imbalances. When students struggle they are offered more help to benefit from their schooling. If they are struggling within relationships, identity or loss we will try to provide them with the support they need - either inside the school or externally.

Objective discussion of homosexuality and diversity in sexual orientation will take place in sex and relationship education lessons where appropriate. There will be no promotion of any sexual orientation by any staff teaching the programme at Stourport Primary Academy.

In the PHSE programme we attempt to select activities and resources, which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

## SPECIFIC ISSUES STATEMENTS

Withdrawal of pupils from sex and relationship education

Students cannot be withdrawn from any part of the teaching, which falls within the National Curriculum. All parents/carers will be informed when their child will be following a Sex Education programme and invited to an SRE open evening where the content of the programme will be discussed. A letter will be sent to parents/carers informing them of the dates that these lessons will take place. Parents need to inform school if they do not wish their child to take part in SRE lessons.

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled - and if appropriate the teacher can ask a relevant PHSE teacher to develop the subject at another time.

## CONFIDENTIALITY

What a student says or writes in the classroom is by definition not confidential. Students should be encouraged to speak in general terms, rather than personal, by use of ground rules and distancing techniques. When discussing issues in the classroom student disclosures, which indicate the student, is at risk (see below) must be reported by the teacher to the member of staff in charge of child protection issues and the Headteacher. They will decide whether parents should be informed and any other action to be taken. Class teachers should not go direct to parents with disclosures. If a class teacher is reporting a disclosure to the Headteacher the pupil should be told of this.

## CONFIDENTIALITY (individually)

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by the policy. If a teacher believes a student to be at risk, she/he should inform the Headteacher and tell the student this is what they are doing.

Teachers will recognise the importance of listening to the concerns of individual students. Staff will also be aware that often, young males find it more difficult than females to express emotions and will offer support where possible. Again, teachers will not go against the student's wishes and talk to the parents. The Headteacher will decide what action, if any, to take.

Students are deemed to be at 'risk' if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of abuse, physical, sexual or emotional; this would require referral to the Child Protection Officer, by the Headteacher

If a teacher learns from an under 16 year old that they are having or contemplating having sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advise services
- Any child protection issues are addressed

The school governors and senior management team will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

#### PROCEDURE FOR INVOLVING OUTSIDE EDUCATORS INCLUDING HEALTH PROFESSIONALS IN THE DELIVERY OF THE PROGRAMME

External educators (for example the school nurse) can make a valuable contribution to sex and relationship education. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework and using resources and methods agreed with the teacher. The teacher will be present during the session and will negotiate their own role during the class in advance.

#### PROCEDURE FOR SUPPORTING ANY MEMBERS OF THE SCHOOL COMMUNITY INFECTED WITH HIV, HEPATITIS B OR C

Staff should not expect to be informed of students or colleagues HIV or Hepatitis status. A member of staff, who is told of a student's blood born viral status, should inform the Headteacher and no one else. She/he will tell the student this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines and assume that blood spills can be infectious in some circumstances. This will protect all school members from infection with blood born viruses.

## WORKING WITH PARENTS

Stourport Primary Academy welcomes the views of parents, on what we are trying to achieve in the school and any parent who wishes a copy of this policy can gladly have one. If a parent expresses a concern with regards to the content of the course he/she may discuss any issues at a mutually convenient time with the SRE staff or the Headteacher.