

Canon Barnett Primary School

Sex and Relationship Policy

Agreed May 2017

We are a Rights Respecting School and this policy supports the following articles from the UN Convention on the Rights of a Child

Article 3: (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 12: (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28: (right to education)

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 34: Children have the right to be free from sexual abuse

The Consultation Process has involved:

- Information meetings between governors and the LA Healthy Lives team
- Information meetings with parents/carers /governors
- Review of SRE curriculum content with staff

The following publications have informed this policy document:

Education Act 1996

The Learning and Skills Act 2000

Government SRE Guidance DfES 2000

Tower Hamlets Council SRE Framework and Policy Guidance 2012

SRE should be seen as a foundation for children to learn about relationships, hygiene, how their bodies work and keeping safe. It should be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life. We should remember that many children will start puberty before they reach secondary school and the school should help them to prepare. Quality SRE is about informing children so that they can make sound and healthy decisions about their own lives as young people and adults in our society.

Aims

- To promote good health
- To promote a sense of self worth and well being
- To develop a sense of personal responsibility
- To help children make informed, healthy choices in their relationships
- To develop respect for one's self and others
- To teach children how to keep safe and use basic safety procedures
- To prepare pupils for the changes of puberty

Morals and Values Framework

At Canon Barnett we believe children should be taught SRE within a framework that models and encourages the following values:

- A respect for self
- A respect for others
- Honesty with self and others
- A development of critical awareness for themselves and others
- Understanding of the diversity of religion, culture and family relationships
- Understanding and acceptance when people do not conform to their way of life

Teaching and Learning

We believe that children learn in a variety of different ways and that teaching should reflect this; we aim for the full participation of our pupils. Single gender groups will be used as deemed appropriate or relevant. Staff may need to overcome their own anxieties and embarrassment. To achieve this, the following strategies should be considered:

- Establishing ground rules: e.g. no one (teacher or pupil) should have to answer a personal question; no one will be forced to take part in a discussion; only the correct names of body parts will be used; meaning of words will be explained in a sensible and factual way
- Distancing Techniques: discussions should be depersonalised in order to avoid embarrassment and protect pupils' privacy. The use of a "question box technique", where pupils write questions, drop them in a box, and these are dealt with by the teacher, without being aware of which pupil has written the question.
- Dealing with questions: if a question is too personal refer them to ground rules; if pupils need further support take advice from the subject lead or Headteacher; if a teacher does not know the answer to a question, acknowledge this and suggest that the pupil or teacher or both research the question later; if a question is too explicit or inappropriate for the whole class, acknowledge it, and promise to attend to it later, or on an individual basis.
- Discussion and Reflection: reflecting is crucial for learning as it encourages pupils to consolidate what they have learnt and to form new understanding, skills and attitudes. Teachers should help pupils to reflect on their learning by asking questions. The uses of structured discussions e.g. circle time and working in groups encourages pupils to:
 - Draw on previous knowledge to develop more understanding
 - Practise their social and personal skills
 - Consider their belief and attitudes about different topics

Special Educational Needs (SEN)

Sex and Relationship education helps all pupils to understand their moral, physical and emotional development, and enable them to make sensible decisions in their lives. Pupils with special educational needs may need help to develop skills to reduce the risks of being abused or exploited, and to learn what sorts of behaviours are, and are not acceptable. Teachers may find that they need to plan work in different ways in order to meet the individual needs of children. It is important that SEN pupils participate in SRE lessons appropriate to their needs.

Equal Opportunities

Teachers should ensure that SRE is inclusive of all young people regardless of their faith, sexuality, race, gender and ability.

Visitors

Any visitors to the school who make a contribution to SRE must be fully aware of and agree to abide by the school's policy.

Guidelines

The school will call this learning Relationship Education.

At all times the programme of Relationships education will provide information which is relevant, easy to understand and appropriate to the maturity of the pupils.

In the Changing Me units of work visual materials that are used must be of drawings or diagrams: this means that no video or photographs support the teaching. If in doubt, teachers must seek the advice of the subject lead or Headteacher.

Teachers will answer pupils in an open and honest way as the occasion arises, whilst retaining the right not to answer questions which are considered inappropriate. They must be sensitive and at times issues may need to be dealt with outside of the whole class setting. Teachers should be aware of the constraints of giving advice related to individual pupils and should refer the matter to the Headteacher. Teachers should never promise confidentiality to a child, a disclosure may result in the need to follow child protection procedures.

The school uses the PHSE scheme of work known as Jigsaw. The summer two unit of work is one which develops children's understanding of how their body changes as they grow older. Lessons appropriate to the needs of the children at Canon Barnett have been identified and shared with parents and carers as to what will be delivered in the summer term. Teachers must follow these guidelines. This may need to change in the future as children have caught up where there may now be gaps in knowledge and understanding.

When puberty is being taught in years 4, 5 and 6 children will be taught in single sex groups, and when possible, with a male teacher to teach the boys, and a female to teach the girls.

Every year, information meetings for each year group will be held in the spring term so that parents and carers understand the content and materials that will be used to support the Changing Me unit which is taught in the second half of the summer term.

Letters will be sent home to remind parents that the Changing Me unit is to be taught in the next half term and the right to withdraw explained.

Child Protection

If a child makes a reference to being involved or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will report the disclosure as per the school's Child Protection guidelines.

Withdrawal Procedures

We always take parental wishes into consideration. Parents have a right to withdraw their children from Relationship education lessons but it must be noted that no child can be withdrawn from a statutory part of the science curriculum. Parents must make their wish to withdraw their child from a Relationship education lesson known to the Headteacher in a letter.

Assessment

There is no statutory assessment but there must be a report on progress as part of our work on PHSE. The child should be at the centre of any assessment which should:

- Assess knowledge and skills
- Attitudes and values
- Working with others
- Self assessment
- Be built into planning

Reporting

Parents should get a report on their child's progress in the end of year report as part of PHSE.

Monitoring and Evaluation

It is the responsibility of the subject leader and the SLT to monitor the effectiveness of the policy. The Governing Body should be informed of the outcomes of any monitoring and evaluation either at the School Improvement committee, full Governing Body or at meetings with the governor with responsibility for PHSE. Governors need to be notified of numbers withdrawing.

Governing Body

It is the responsibility of the Governing Body to approve the policy and publish a statement of policy regarding the teaching of Sex and Relationship in the school prospectus.

To be reviewed May 2020