



Olney Middle School

Sex and Relationship Education Policy

May 2015

Agreed by FGB: 15/05/2015

Review by date: 05/2016

The policy is scheduled for review, as per the above date however if there are legal or statutory changes the policy will need to be reviewed

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Version: Version 1

Olney Middle School Policy for Sex and Relationship Education

(SRE)

Rationale

This policy is an appendix to Olney Middle School (OMS) Personal, Social and Health Education (PSHE) Policy. Section 2.1 of the National Curriculum framework (DfE, 2013) states that

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

All pupils have a right to an education which adequately prepares them for adult life, and a comprehensive approach to PSHE including Sex and Relationship Education (SRE) plays an important part. Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. It provides pupils with life-skills that will enable them to make informed decisions and help protect themselves both on and off line. It offers a valuable vehicle for promoting trust and equality between individuals and groups; recognising, accepting and respecting differences and developing self-worth. It gives children and young people essential skills for building positive, respectful relationships. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

1. Mission Statement

Olney Middle School's sex and relationship policy is based on the DfEE guidance document "Sex and Relationship Guidance" (ref DfEE 0116/2000.) In this document, sex and relationship education is defined as "learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

Sex and relationship education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

2. Pupil Learning Outcomes

By the end of Key Stage Two children should:

- be able to make informed choices regarding their behaviour, and have strategies to be able to recognise and cope with peer pressure
- know where , when and how to seek help for self and family and friends
- know about how their body changes as they approach puberty
- recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- acquire and develop knowledge and understanding of self as well as an appreciation of the dignity, uniqueness and well-being of others;
- recognise the different risks regarding health and well-being in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in forming and maintaining relationships
- Develop practical, communication, interpersonal, decision-making and problem-solving skills in various personal, social and health contexts;

Objectives

'The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.' "Sex and Relationship Guidance" (ref DfEE 0116/2000.)

- SRE is part of the statutory Science curriculum and PSHE guidance which is always taught as key themes revisited several times.

- The programme components include knowledge, understanding skills and attitudes.
- There are some SRE components in every year of the curriculum, with the subject covered in greater detail in Years 5 and 6.

3. Teaching SRE

The specific legal requirements of Sex Education provision are covered in the Science National Curriculum.

From September 2014-

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

SRE will be delivered through:

- whole school elements e.g. assemblies, visiting speakers including the school nurse or performances
- The School's values which promote children to be 'Ready, Respectful, Safe'
- Science and PSHE lessons-these are timetabled
- Computing lessons will teach children how to stay safe online
- Circle Time-this takes place sometimes as a part of the PSHE time and sometimes as separate sessions

SRE will be taught mainly by class teachers as part of the curriculum. Additionally, outside speakers including the School Nurse service may be invited to support the programme or teachers within the school with specific interest or skills may work with classes.

The resources and materials used to assist teachers in delivering SRE will be selected on the basis of suitability, compliance with the School Single Equality Plan and other policy documents, the age of pupils and the values framework laid out in this document. Parents wishing to view the materials should contact their class teacher.

Teaching Methods will include:

- discussion
- role play and drama
- circle time

- workshops
- reading
- videos

4. Specific Issue Statements

Use of Visitors

It is recognised that at some time it may be appropriate to bring in the support of outside agencies. However this should be to support the teacher in the class and not to replace them. Work must be planned as part of the whole programme; the tone and content would match the age and maturity of the children involved.

Staff Training

All staff have access to a range of free training courses for SRE. Staff will be expected to ensure that their professional knowledge and skills are developed to a suitable level.

Parents

OMS is committed to working with parents. The school includes information on sex and relationship education and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex and relationship education that is outside the compulsory elements in the National Curriculum. Parents will be given the opportunity to opt their children out of these elements but will first be asked to discuss and confirm their decision. We will provide support and opportunities to develop understanding such as workshops and curriculum evenings as appropriate.

Child Protection and Confidentiality

The school has a Child Protection Policy and Procedure, which is available on request. This covers the areas of sexual and/or physical abuse as well as neglect and is in line with LA and government guidance and regulations. Teachers will be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In this instance the staff member will inform the Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of SRE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged.

Monitoring and Evaluation

The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers' planning, questionnaire to teachers and children and feedback from parents.

Olney Middle School

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Date agreed by FGB: 15/05/2015

Review date: 05/16

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The most up to date version of this policy is available on the school website. If you are reading a hard copy of this policy please check the version on the school website

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