

Montbelle Policy



SRE Policy
2011

Montbelle Primary School Sex and Relationship Education Policy

Introduction

Name of School: Montbelle Primary School

Date of Policy: November 2011

Review Date: November 2013

Members of staff with responsibility for SRE: Jo Wardrope

Intended start date for SRE implementation: Spring Term 2012

Context

The policy was written with reference to the following Government initiatives and guidance:

- Sex and Relationship Education Guidance, DFEE (2000)
- SRE Core Curriculum for London, Government Office for London/PSHE Association (2009)
- Are you getting it right – A toolkit for consulting young people on sex and relationships education, Sex Education Form/National Children's Bureau (2008).
- Sex and relationship education, healthy lifestyles and financial capability, QCA (2005)
- A Positive Approach – Guidance on Teaching Relationships Education in Schools, Greenwich Education Service (2001).

How our Policy was developed

- Our working party consisted of Maurice Chilton (Foundation Stage Manager), Jo Wardrope (Key Stage One/PSHE Co-ordinator), Shirley Sharp (Deputy Head and Key Stage Two Representative) and Lorraine Ball from the Governing Body.
- Mrs Wardrope attended SRE meetings and received guidance in the Christopher Winter Project; a curriculum examined and approved by SRE Co-ordinators at Greenwich Borough, consisting of a scheme of work to be delivered to children from Years One to Six.
- The working party scrutinised/discussed the project so it could be used to address the needs of children within our school and in addition, decided how this could be extended to the Foundation Stage.
- Mrs Wardrope drafted a policy using guidelines from Greenwich Borough. Copies of both the policy and the Christopher Winter project were made accessible to staff, clarifying issues taken into account such as vocabulary usage/worksheets in Year 4; provision of a question box in both Year 5 and 6; the necessity to teach separate gender lessons in Year 5 and to ensure the emphasis is on relations in Year 6 (see curriculum overview).
- Mrs Ball reported our development to the Governing Body.
- Mrs Wardrope arranged two parents/carers 'Walk In' sessions to share the resources, the policy and the curriculum overview prior to its implementation. Mrs Ball, Mrs Wardrope and Mrs Waite were present to answer any questions/concerns. Feedback from the parents has been taken into account and acted upon – see Appendix. The majority of parents were positive and in support of SRE with suggestions that parents/carers are informed when the lessons will be taught so that learning can be supported at home. In addition, Mrs Waite and Mrs Sharp were available for further meetings upon request.
- Copies of the draft policy were issued to staff for discussion before finalisation.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. It is accessible to all of these groups and available on request.

SRE has links with Science, PSHE, Drugs, Behaviour, Safeguarding, Confidentiality, Anti-Bullying, Health and Safety and Support for Vulnerable pupils.

Moral and Values Framework

The SRE programme reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for own actions;
- Responsibility for family, friends, schools and wider community.

Equal Opportunity Statement

Montbelle School is committed to the provision of SRE to all pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Content

Foundation Stage

The children will focus on keeping clean in the various daily experiences explored in Early Learning Goals.

Hygiene/Handwashing – The children will learn the importance of keeping hands clean and practise thorough hand washing methods. They will know when they are expected to wash their hands such as before eating, after using the toilets, etc.

Hygiene/Using tissues – the children will learn that tissues are useful to catch sneezes and colds to avoid spreading germs. They will learn how to dispose of soiled tissues.

Key Stage 1 - Curriculum Overview consisting of three lessons each year

Year 1 – Growing and Caring for Ourselves (PSHE Framework: 3e, 4d, 4c)

- Lesson 1: Keeping Clean. Learning intention: To understand some basic hygiene principles. The children will learn how to keep clean and look after oneself.
- Lesson 2: Growing and Changing. Learning intention: To introduce the concept of growing and changing. The children will know how people grow and change and understand that babies become children and then adults. They will begin to know that there are differences between boy and girl babies (National Curriculum Science SC2/1b).
- Lesson 3: Families and Care. Learning intention: To explore different types of families and who to ask for help. They will learn there are different types of families and know which people we can ask for help (SC2/2a).

Year 2 - Differences (PSHE Framework: 3e, 4d, 4c)

- Lesson 1: Differences: Boys and Girls. Learning intention: To introduce the concept of male and female gender stereotypes and to identify differences between males and females. The children will talk about the ways boys and girls can be the same and different; understand that some people have fixed ideas about what boys and girls can do and describe the difference between male and female.
- Lesson 2: Differences: Male and Female. Learning intention: Describe some differences between male and females and to understand how this is part of the lifecycle. The children will be able to describe some differences between male and female animals; differences between boys and girls and understand that making a new life needs a male and a female (SC2/1b).
- Lesson 3: Naming the Body Parts. Learning intention: To focus on sexual difference and name body parts. The children will be able to describe the physical differences between males and females and name the male and female body parts (SC2/2a).

Key Stage 2 - Curriculum Overview

Year 3 – Valuing Difference and Keeping Safe (PSHE framework 1b, 4e, 3c 3e, 4c 4g)

- Lesson 1 – Differences: Male and Female. Learning intention: To explore differences between males and females and to name the body parts. They will know some differences and similarities between males and females and name body parts using agreed words.
- Lesson 2 – Personal Space. Learning intention: To consider touch and to know that a person has the right to say what they like and dislike. This will include being able to talk about ways of dealing with unwanted touch.
- Lesson 3 – Family Differences. Learning intention: To explore different types of families and who to go to for help and support. They will understand that all families are different and have different family members and identify who to go to for help and support.

Year 4 – Growing Up (PSHE Framework 1d, 3c)

- Lesson 1 – Growing and Changing. Learning intention: To explore the human lifecycle. The children will be able to describe the main stages of the human lifecycle and describe the body changes that happen when a child grows up.
- Lesson 2 – Body Changes and Reproduction. Learning intention: To identify some basic facts about puberty, reproduction and pregnancy. They will know that during puberty the body changes from a child into a young adult; understand why the body changes during puberty and identify some basic facts about pregnancy (Sc2/1a, 2f). The working party agreed that the use of the term 'sperm' is not necessary for this year group and will be introduced at a later stage.
- Lesson 3 – What is Puberty? Learning intention: To learn about the physical changes associated with puberty. They will learn about the physical and emotional changes that happen in puberty and know that each person experiences puberty differently (SC2/1a, 2f). The working party agreed that the worksheet to support puberty needed the flexibility to be adapted according to the cohort.

Year 5 – Puberty (PSHE Framework 1d, 3c)

- Lesson 1 – Talking About Puberty. Learning intention: To explore the emotional and physical changes occurring in puberty. The children will be able to explain the main physical and emotional changes that happen during puberty and ask questions about puberty with confidence (Sc2/1a, 2f). The working party agreed that sex hormones will be referred to simply as hormones and that a question box needs to be available in the classroom to accommodate children who find it easier to write their concerns.
- Lesson 2 – Male and Female Changes. Learning intention: To understand that male and female puberty changes in more detail. They will understand how puberty affects the body and emotions. The children will be able to describe how to manage physical and emotional changes (Sc2/1a, 2f). The working party agreed that girls and boys need to understand about each other but it will be taught in separate gender lessons.
- Lesson 3 – Puberty and Hygiene. Learning intention: To explore the impact of puberty on the body and the importance of physical hygiene; to explore ways to get support during puberty. The children will be able to explain how to stay clean during puberty; describe how emotions change during puberty and know how to get help and support during puberty (Sc2/1a, 2f).

Year 6 – Puberty and Reproduction – (PSHE Framework 3c, 4c)

- Lesson 1 – Puberty and Reproduction. Learning intention: To consider puberty and reproduction. The children will be able to describe how and why the body changes during puberty in preparation for reproduction; talk about puberty and reproduction with confidence (SC 2/1a, 2f).
- Lesson 2 – Relationships and Reproduction. Learning intention: To consider reproduction in the context of relationships. They children will be able to discuss different types of adult relationships with confidence and explain how babies are made (SC 2/1a, 2f). The working party agreed that there must be a huge emphasis on relationships.
- Lesson 3 – Conception and Pregnancy. Learning intention: To explore the process of conception and pregnancy. They children will know basic facts about pregnancy and conception and realise decisions that have to be made before having a baby (SC 2/1a, 2f).

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health and Economic Education (PSHE) and Citizenship throughout all phases. At Montbelle School the main content will be delivered through the Science curriculum. Where possible we create topic based opportunities and the children will learn about SRE through Life Processes.

SRE is normally delivered by the class teachers, who will teach it in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Resources to support SRE implementation

The Christopher Winter Project - Keeping Clean pictures/posters, Lifecycle picture cards, Lifecycle word cards, Pictures of families, Boy/girl labels, Body part pictures, Hoop labels, worksheets, Clothed Baby Picture cards, Puberty Changes Teacher Guide, Pictures of Male and Female Reproductive Organs, Anonymous question template, Male pictures, Puberty Game Card, What is the Menstrual Cycle? Cards/game, Puberty Problem page, Problem Page Teacher Guide, Puberty Bingo, Puberty Changes Teacher Guide, Puberty Changes Body Part card, Reproduction question sheet, Reproduction answer cards, Reproduction summary, Relationship pictures, How Does A Baby Start? Cards/Summaries, Conception and Pregnancy statements/answers and Conception and Pregnancy Quiz/answers.

We have purchased the Living and Growing Series (DVD). However, it will only be used if it is deemed suitable for the class and teachers will be selective in its use to support learning.

Useful internet addresses

www.toysnfun.co.uk, www.channel4.com/learning, www.fpa.or.uk/shop
www.bbc.o.uk/science/humanbody/body/interactives/lifecycle/teenagers/
http://kidshealth.org/misc/movie/bodybasics/bodybasics_fembale_repro.html

Reading Material

Happy Families - Allan Ahlberg, Princess Smarty Pants - Babette Cole, William's Doll - Charlotte Zolotow, Who's in a Family? - Robert Skutch, Amazing Grace – Mary Hoffman and Caroline Binch, The Family Book – Todd Parr, Tell Me About The Night I Was Born – Jamie Lee Curtis, Nutmeg Gets a Little Sister – Judith Foxon, Spark Learns to Fly – Judith Foxon, Hair in Funny Places – Babette Cole, Let's Grow with Nisha and Joe booklets.

In addition, Circle Time activities will be used as a tool for learning with an emphasis on the children being safe and raising their self-esteem.

Answering Sensitive Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and the maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually at a later stage. Parents will be contacted if deemed appropriate. Varying ways of gathering pupil questions are used e.g. class post boxes. The school believes that individual teachers must use their skill and discretion in this area and refer to the School Lead person for Safeguarding if they are concerned.

Montbelle School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

- Curriculum plans and resources recognise diversity in families.
- Homophobic bullying is recognised and will be dealt with strongly and specifically.

Effective teaching and learning in SRE can be hampered by a lack of confidence in answering sensitive or difficult questions. Therefore, at Montbelle School, professional development will be matched to this need.

Specific Issues within SRE

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise their right are invited to see the Headteacher and/or SRE Co-ordinator who will explore any concerns, establish which aspects of SRE are non-statutory and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Outside Visitors

Teachers will lead on teaching SRE in the classroom and outside visitors are used for support as part of an integrated programme of work.

Visitors will be advised on their integration into the SRE programme and the expectations of their input will be made clear from the beginning. A teacher will always be present in the classroom during any lesson carried out by an outside visitor. However, it is recommended that alternative members of staff within the school may be used to support the provision of SRE, such as nurses.

If external contributors are involved, the school will ensure that:

- they are clear about the desired learning outcomes before deciding who is best able to help achieve them;
- the external contribution is integrated into the school's programme, rather than being an isolated event;
- the external contributors are competent educators and facilitators and do not provide input outside of their area of expertise;
- where possible, pupils are involved in the preparatory and follow-up work, e.g. writing an invitation and thank you letters;
- the content of the lesson is negotiated to ensure that it meets the needs of pupils and is consistent with the overall aims of the SRE programme;
- the contribution is grounded in a pupil-centred approach to learning, which may involve assessing educational needs;
- the input from visitors is **monitored and evaluated** by staff and pupils. The evaluation informs future planning.

Vetting external contributors and safeguarding

Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to Criminal Records Bureau (CRB) checks.

Assessment for Learning

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

The Role of the Co-ordinator

Name: Jo Wardrope

Roles and duties of the school SRE co-ordinator

- To ensure all teachers have access to the SRE policy and Christopher Winter Project.
- To provide teachers and children with the necessary resources to fulfil the requirements of SRE.
- To ensure parents/carers have the opportunity to review the resources intended to fulfil the requirements of SRE.
- To ensure staff monitor and evaluate SRE on a regular basis.
- To encourage staff to review SRE teaching to inform future planning.
- To identify CPD needs, linked to the school development plans and performance management targets.

Lead Governor for SRE

Name: Lorraine Ball

Role and duties of the above person

- To play a key role in the development of the school's policy on SRE
- To play a key role in the monitoring and development of SRE.
- To ensure the policy is made known to the whole school community.

Confidentiality and Safeguarding

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named safeguarding lead in school, who takes action as laid down in the Safeguarding Policy. All staff are familiar with the policy and now the identity of the member of staff with responsibility for safeguarding issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Copies of the SRE policy are available from the school office on request from parents. It can also be accessed along with other policies on the Montbelle School site via the internet.

Montbelle School believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The co-ordinator should access courses or INSET opportunities to assist staff involved in the delivery of SRE. Whole school training needs are identified through monitoring and evaluation processes and are built into regular CPD opportunities.

The SRE/PSHE Co-ordinator facilitates the gathering of policy feedback.

The following people are consulted about the development of the policy:

- Teachers
- School nurse
- Other school staff
- Governors
- Parents

Consultation is carried out using the following methods:

- Staff meeting discussion
- Copy of policy to staff for comment.
- Governor meeting
- Parents 'Walk in' session
- Questionnaires with pupils
- Discussion with pupils
- Letter/email to parents with copy of the policy

Appendix 1

SRE Feedback Comments: Parent Consultation

- Looks very good and well structured. I'm sure that the children will learn a lot from the classes and enjoy them. Well done for all the hard work
- I found the contents of the video quite tasteful and would not be opposed to my children watching it
- Very impressed
- Very good idea
- Great idea to be taught from a younger age group
- I am very pleased with the new approach however I do strongly feel that some of the things taught, especially from year 4 upwards, are still a bit advanced for their age
- I would like to be informed prior to the lessons (mainly so I can be prepared when he comes home). It's a pity this was not started in the school in previous years
- Good idea and very helpful to see the material. Would it be possible to give us a warning before each lesson as my husband and I would like to talk to our son beforehand. Thank you.
- Great idea
- I think it's a good idea.
- I fully approve of this education
- Seemed very organised, pleased to know what my son will be taught
- Thank you for the clear expectations, we are confident that our conscience will be respected and our child will receive a top class education
- I was worried before I saw the information but now I am not
- A very well organised display showing each stage of the process. Think its well thought out and very age appropriate
- The whole programme looks incredibly well thought out and I'm pleased to see that relationships will play a big part of the package

- My daughter is 7 and I believe her to be responsible and thoughtful. I just do not understand what sex education brings to the table at 7! It will certainly create some undesirable situations with some children and I can't see the value in young children having to deal with this

- Although I agree that some of the policy is a good thing I don't believe at 7yrs my daughter is emotionally ready to deal with this knowledge and would rather she learnt this at her last year of junior school even though my daughter is quite a sensible girl. I feel that I didn't learn about this until my last year at junior school and that was fine for me. Why open up a whole can of worms – why take their innocence too early