

THE NEW RUSH HALL SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

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THE NEW RUSH HALL SCHOOL



A London Borough of Redbridge School

Policy for the Teaching of Sex and Relationships Education (SRE)

Rationale

At New Rush Hall School, we appreciate the importance of providing a setting in which our pupils can be offered appropriate teaching about sex and relationship education.

Pupils will be assisted in preparing for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. This should be achieved by providing pupils with clear information and opportunities to relate this to wider considerations. This will involve creating a climate in which they are able to articulate their thoughts, doubts and anxieties and receive reassurance about their body image, behaviour, feelings and relationships.

Central to the SRE curriculum is the growth of self-esteem and taking responsibility for oneself and one's actions. If young people can feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore develop non-exploitive, caring relationships.

Aims

Attitudes and Values

- To learn the importance of positive values, individual conscience and moral considerations.
- To develop positive, reliable and caring attitudes.
- To explore, consider and understand moral dilemmas.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To have respect for themselves and others.

Personal and Social Skills

- To manage emotions and relationships confidently and sensitively.
- To develop self-respect and empathy for others.
- To make choices based on an understanding of difference and with an absence of prejudice.
- Be able to protect themselves and ask for help and support.
- To recognise and avoid exploitation and abuse.
- To manage conflict.

- To promote non-judgemental acceptance and an understanding of the cultural and religious attitude towards relationships.

Knowledge and Understanding

- To understand physical development in a programme tailored to their age and physical maturity and to know about puberty before they experience the onset of physical changes.
- To be aware of their sexuality and issues relating to sexual activity including sexual health.
- To understand how sexually transmitted infections occur, including HIV/Aids.

Our aims for staff are:

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- To enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers.
- To impart knowledge and give answers to pupils' questions, appropriate to their age and maturity.
- To inform pupils of where they can go for further information and advice.

Responsibilities of Governors

- To provide a clear set of guidelines for staff when dealing with sensitive issues.
- To ensure that parents/carers are consulted and informed about the content of what will be taught.
- To ensure that what is taught is culturally appropriate.
- To allow parents/carers to exercise their right to withdraw their children from sex education lessons by notifying the Head of School and to ensure procedures are in place to provide alternative arrangements for those pupils whose parents exercise this right. This will involve joining another class or working with a Learning Support Assistant outside the class.
- To make available, on request, a copy of the Sex and Relationships Policy.
- To ensure all staff (including LSAs, nurses, therapists) are aware of and follow the school's SRE policy.

Method

Sex and relationship education will be taught within the framework of PSHE/Citizenship and Science. The PSHE scheme of work will identify the key aspects of SRE to be included in the curriculum.

Primary

In primary, SRE will be taught as topics, as outlined in the Primary curriculum map. These are based on the non-statutory guidelines for Key Stages 1 & 2 as outlined in the National Curriculum Handbook for Primary Teachers and the DfES Key Stage 1 & 2 Guidance. Many of the topics will link with other curriculum areas eg Science, as well as school initiatives eg Healthy Schools' week.

The school health advisor will come into school each year in Summer Term to teach lessons - alongside the class teacher - to Year 5 children, on Puberty, including body changes and growing up. They will also learn about The Human Body, Growing Up and Sex and Relationship Education, as part of their Science and Personal and Social Education.

A variety of methods will be used to achieve the aims outlined above including:

- Group discussion
- Research
- Role play/Drama
- Presentation and display
- Children's Literature
- Visits to reinforce work covered in class
- The use of visitors in school
- Family involvement

Secondary

In Secondary, SRE will be taught as outlined in the Science curriculum and may also be addressed by tutors as part of PHSCE. The methods used to deliver the programme include:

- Working from texts
- Working from audio-visual stimuli
- Working from practical resources
- Group discussions
- Research, including use of the internet
- Role play and drama
- Presentation and display work
- Educational visits
- Key speakers/professionals into school

In Key Stage 4, further work is carried out by Health Professionals (School Nurse) visiting the school and looking at contraception and sexually transmitted infections.

Resources

Schemes of work will be developed for each year group and will be cross-referenced to resources. These will include books, access to ICT, videos, DVDs and worksheets. All material used should have regard to the age and cultural background of the pupils. Every effort will be made to protect pupils from inappropriate material; this will include Internet screening. Resources will be available for parents to inspect at parents' evenings.

Assessment

Assessment will be divided into two broad areas:

1. Pupils' knowledge and understanding. Sex and health education, which are statutory elements of the Science National Curriculum, need to be assessed according to the Science attainment targets.
2. The way pupils are using their accumulated knowledge and understanding to develop personal and interpersonal skills and positive attitudes e.g. through making informed judgements, maintaining positive relationships and tackling challenges, resolving conflicts and taking on responsibilities.

Assessment of SRE, particularly the relationships element, will need to take into account that it is not simply experienced in discrete sessions but throughout the curriculum. This may mean that it is not just the teacher who is involved in the assessment process but other professionals, LSAs and pupils themselves. Pupils will be given openings to self-assess and should also be involved in evaluating how the curriculum has enabled them to achieve the learning objectives.

The following types of evidence will be used to assess pupils:

- Individual written work
- Quizzes and questionnaires
- Observation of participation in group tasks including role play and drama, discussions and debates, games and outdoor activities, assemblies, visits and special tasks such as problem solving exercises.
- Behaviour records
- Work experience (Key Stage 4)

As with PSHCE, the assessment of SRE will be carried out in such a way that it does not imply that pupils are failing or underachieving as individuals.

The following methods will be used to assess the effectiveness of the policy and whether the expected outcomes have been achieved:

- Analysis of end of topic pupil evaluation sheets by the PSHE co-ordinators.
- Analysis of parents' evaluation sheets.
- Discussion with teachers to discover areas for development.

Equal Opportunities

We aim to ensure that children attain their full potential regardless of race, gender, disability or religious background. We recognise that pupils have different needs in their ability to learn and cater for that by being able to use a variety of approaches. Resources will be chosen to reflect these statements.

Review and Evaluation

This policy will be reviewed in the summer term, on a two year cycle or sooner, to take into account new guidelines or legislation.

A copy of the policy and attached summary of outcomes will be sent to parents with an opportunity for them to examine the schemes of work and materials used at the Parents' Evening in June. Parents will then be asked for their views and comments, which will be taken into account when the policy is reviewed.

Pupils will also be asked for their views at the end of each topic. These will also be taken into account when evaluating and reviewing the policy.

The following checklist will be used by teachers to review the effectiveness of SRE delivery:

- Skills – what have pupils learned to do?
- Information – what new information have they learned?
- Attitudes and values – what do they think, feel, believe?
- Did girls and boys engage equally in the lesson?
- What do pupils need to learn next?

Outcomes

By the end of Key Stage 1 pupils will be able to:

- Recognise, name and compare the main external parts of the bodies of humans, including agreed names for sexual parts.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

They will know and understand:

- That animals, including humans, grow and reproduce.
- That humans and animals can produce offspring and these grow into adults.
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are like and different from others.
- That they have some control over their actions and bodies.

They will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2 pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other people's viewpoints and opinions.
- Talk about relationship problems, for example, with friends or family, and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a range of new situations, for example, meeting new people.
- Form opinions that they can articulate to a range of audiences.
- Recognise their own worth and identify positive things about themselves.
- See things from other people's viewpoints, for example, their peers or parents.
- Discuss moral questions.
- Recognise and challenge stereotypes, for example, in relation to gender.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals including growth and reproduction.
- About the main stages of the human life cycle.
- That safe routines can stop the spread of viruses including HIV.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are all involved.
- Where individual families and groups can find help.

- Some of the effects the media can have on attitudes.
- About keeping themselves safe when involved in risky activities.
- That their actions have consequences and be able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About and accept, a wide range of different family arrangements, for example second marriages, fostering and extended families.

Pupils will have considered:

- The diversity of life styles.
- Other's points of view, including their parents' or carers'.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.

By the end of Key Stage 3

Pupils will be able to:

- Use strategies to manage challenging relationships.
- Recognise risk of personal safety in sexual behaviour and be able to make safe relationships.
- Ask for help and support.
- Explain the relationship between self-esteem.
- Develop skills of assertiveness in order to resist peer pressure and stereotyping.
- See the complexity of moral, social and cultural issues and be able to form a view of their own.
- Develop interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships.
- Be tolerant of the diversity of personal, social and sexual preference in relationships.
- Develop empathy with the core values of family life in all its variety of forms.
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage.
- Recognise the stages of emotion in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Pupils will know and understand:

- That fertilisation in humans is the fusion of a male and female cell.

- The physical and emotional changes that take place during adolescence.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
- How the media influence understanding and attitudes towards sexual health.
- How good relationships can promote mental well-being.
- The law relating to sexual behaviour of young people.
- The sources of advice and support and where to get help, such as at a genito-urinary medicine clinic.

Pupils will have considered:

- The benefits of sexual behaviour within a committed relationship.
- How they see themselves affects their self-confidence and behaviour.
- The importance of respecting difference in relation to gender and sexuality.
- How it feels to be different and be discriminated against.
- Issues such as the cost of early sexual activity.
- The unacceptability of prejudice and homophobic bullying.
- What rights and responsibilities mean in relationships.

By the end of Key Stage 4:

Pupils will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately.
- Confidently seek professional health advice.
- Manage emotions associated with changing relationships with parents and friends.
- See both sides of an argument and express and justify a personal opinion.
- Have the determination to stand up for their beliefs and values.
- Make informed choices about the pattern of their lifestyle which promote well-being.
- Have the confidence to assert themselves and challenge offending behaviour.
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships.
- Work co-operatively with a range of people who are different from themselves.

Pupils will know and understand:

- The way in which hormone control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.
- How HIV and other sexually transmitted infections affect the body.

- The link between eating disorders and self-image and sexual identity.
- The risks of early sexual activity and the link with the use of alcohol.
- How the different forms of contraception work and where to get advice.
- The role of statutory and voluntary organisations.
- The law in relation to sexual activity for young people and adults.
- How their own identity is influenced by both their personal values and those of their family and society.
- How to respond appropriately within a range of social relationships.
- How to access the statutory and voluntary agencies which support relationships in crisis.
- The qualities of good parenting and its value to family life.
- The benefits of marriage or a stable partnership in bringing up children.
- The way different forms of relationship including marriage depend for their success on maturity and commitment.

Pupils will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it.
- How personal, family and social values influence behaviour.
- The arguments around moral issues such as abortion; contraception and the age of consent.
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both.
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

This policy will be reviewed in line with DfE guidance 2019 on Relationships and Sex Education (RSE)