



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School
Daisy Road, Brighouse, West Yorkshire. HD6 3SX

Tel: 01484 714750
Fax: 01484 720347

Email: admin@woodhouse.calderdale.sch.uk
www.woodhouse.calderdale.sch.uk

Headteacher: Mrs Lynn Daveney

Deputy Headteacher: Mr Michael Seager

CURRICULUM AND ASSESSMENT DOCUMENTATION
SEX AND RELATIONSHIP EDUCATION - POLICY into PRACTICE

	Date	Chair of Governors	Headteacher
Adopted	July 2009		
Reviewed	May 2011		
Reviewed			
Reviewed			
Reviewed			

WOODHOUSE PRIMARY SCHOOL

CURRICULUM AND ASSESSMENT DOCUMENTATION SEX AND RELATIONSHIP EDUCATION REVIEWED MAY 2011

1. Introduction

The Governing Body has decided that Sex and Relationship Education will be included in the school's curriculum.

This policy is a statement of the aims, principles and strategies for the teaching and learning of Sex and Relationship Education. It will be evaluated every year or earlier if deemed necessary by representatives of all stake holders.

The Governors Annual report makes clear that this policy is made available free to parents on request.

2. Rationale

The purpose of Sex and Relationship Education (SRE) is to assist young people in their preparation for adult life by supporting them through physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy, positive relationships.

This policy takes account of Curriculum 2000, DfE Sex and Relationship Guidance 2000 and the combined Personal, Social and Health Education and Citizenship framework.

SRE addresses the personal and social aspects of pupils and is part of the provision of a broad and balanced curriculum as stated in the Education Reform Act 1988 and fulfils the compulsory provision of sex education as required by the Education Act 1993.

3. Aims of Sex and Relationship Education

The aim of SRE is more than just Biology and the fundamentals of reproduction. Whilst pupils require the knowledge and skills appropriate to their levels of maturity and developmental needs, they also require reassurance about their body image, behaviour, feelings and relationships. Effective SRE can help pupils develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions. This, we believe, can best be achieved by creating a climate that encourages pupils to express their views and feelings and to respect the views of others with clearly established boundaries for both courtesy and confidentiality.

The aims of the school, which encompass Every Child Matters, are also supported through the teaching and learning of SRE:-

- ✓ To maximise the effectiveness of the whole school workforce.
- ✓ To provide a rich and broad curriculum.
- ✓ To enable each individual pupil to achieve the highest standards they possibly can.
- ✓ To promote partnerships and participation within the wider community.
- ✓ To develop a community where everyone feels safe, secure, happy and valued.
- ✓ To develop responsible, healthy citizens who are consulted, listened to and heard.

4. Guidelines for Teaching and Learning

4.1 Planning

The Scheme of work forms part of the school's PSHCE and Science schemes. It sits alongside the theme 'Be healthy – grow strong'. The SRE scheme is based upon the DfES non-statutory framework for PSHCE along with guidance from the report 'Sex and Relationships' OfSTED 2002.

4.2 Delivery

The following Key elements will be delivered during PSHCE sessions through discussion, questioning and debate. Teachers should ensure that pupils have the opportunity to express themselves within a trusted and safe environment. As the growth of self-esteem is central to the SRE programme teachers should employ the strategies used in circle time.

➤ **Attitudes and Values**

Learning the importance of values, individual conscience and moral considerations;
Learning the importance of marriage or stable relationships
Learning the value of family life and stable relationships for the nurture of children;
Learning the value of love, respect and care;
Exploring, considering and understanding moral dilemmas.

➤ **Personal and Social Skills**

Learning to manage emotions and relationships confidently and sensitively;
Developing self-respect and empathy for others;
Learning to make choices based on understanding of difference and absence of prejudice;
Developing an appreciation of the consequences of choices made.
Being aware of their rights and responsibilities

➤ **Knowledge and Understanding**

Learning about and understanding physical development including the changes related to puberty;
Understanding emotions and relationships, and how a baby is conceived and born.

At Year 6 SRE will be taught as part of the school's PSHCE scheme using the BBC Sex Education Video 'Growing Up' as its basis and the Channel 4 series 'Living and Growing'. Other materials are used as appropriate.

4.3 Management and provision of resources

The majority of resources are class based. Teachers are asked to ensure that these are clearly labelled and readily accessible to all pupils and supply teachers.

4.4 Assessment, recording and reporting

The learning outcomes will be assessed through class, group and individual discussions. The emphasis of assessment will be on the ability of pupils to make informed choices and take responsibility for their own actions, along with assessing their knowledge.

4.5 Monitoring and evaluation of teaching and learning

The Subject Leader knows about standards in SRE through:-

- ❑ Direct observation of PSHCE lessons in all classes once per year;
- ❑ Pupil interviews;

- ❑ Work scrutiny;
- ❑ Scrutiny of annotated plans at the end of a unit of work;
- ❑ Discussion with class teachers focused on their evaluation of the effectiveness of a unit of work.

5. Consultation with parents and the wider community

The Head and Deputy have formulated this policy in consultation with the Governor's curriculum committee. The views of the Year 7 team at Rastrick High school have also been considered. Parents of Year 6 pupils will be invited to view and discuss the video. They have the right to withdraw their child from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction necessary under National Curriculum science.

6. Children withdrawn from Sex Education

These children will work with another class.

7. Inclusion of all pupils and equality of opportunities

The school is committed to an effective approach to inclusion. The three principles for inclusion are:-

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It is important to develop a shared understanding that a commitment to education inclusion must take account of the needs of all children who are vulnerable to marginalisation within, or exclusion from, the school community.

Pupils should not be withdrawn from Sex and Relationships Education to participate in intervention/booster sessions.

8. Health and Safety

At all times the safety of the pupils will be considered, especially with regard to inappropriate materials. Whilst there is no subject specific Health and Safety statement for SRE, the safety of pupils is of paramount importance at all times. The school follows Calderdale's health and safety advice and attends training on matters of health and safety as and when required by the local authority. In the event of pupils disclosing sensitive information, members of staff can not always guarantee complete confidentiality. Members of staff should make this clear to pupils.

The Headteacher should be informed of potentially serious situations depending on the nature of the disclosure and a confidential record kept. Pupils must be informed of any actions taken. (Refer to child protection procedures if deemed necessary).

Each case should be judged on its own merits, though most professionals interpret their moral and professional duty as indicating two situations where a breach of confidence is justified:

- Where there is a child protection issue
- Where the life of a person is at risk

The staff member and the Headteacher need to apply a modicum of common sense to very sensitive situations and whilst keeping the best interests of the pupil in mind also protect themselves. (See 'The Right Responses' SCODA ISBN 0 948970M 32 4) Pupils will be offered appropriate and sensitive support.

9. Other documentation which supports this policy

- Monitoring policy
- SEN policy
- PSHE and Citizenship policy
- Science documentation
- Assessment policy

10. Review

This policy will be reviewed annually or in light of a national policy change.