

SURLINGHAM PRIMARY SCHOOL

Head Teacher: Catrin Parry-Jones



Walnut Hill, Surlingham, Norwich NR14 7DQ Tel/Fax: 01508 538214
E-mail: office@surlingham.norfolk.sch.uk Website: www.surlingham.school.co.uk

Sex and Relationship Policy

Surlingham primary School is situated in a rural location five miles south of the city of Norwich. Both girls and boys, aged between 4 and 11, attend the school. The children are predominantly white with an equal mix of children from single parent families and families with two parents. There are 85 children on role at the moment grouped in mixed age classes.

In the formation of this revised policy, parents were consulted on their views and the content of the SRE programme by questionnaire. Teaching and non-teaching staff, were consulted during inset by means of discussion. Pupils will be consulted before and during the delivery of the SRE curriculum by means of an anonymous suggestion and question box. The consultation process has aimed to involve the whole school community.

The views were taken into account when developing both the SRE policy and programme. It was considered that during the review of the policy, it would be necessary to focus on how well the school supported factual information with opportunities for pupils to develop life skills. Also, it was considered necessary to review the level of explicitness of the programme due to the change in the amount of SRE pupils are exposed to by the media and other sources.

Aims and Objectives of the SRE Policy

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils to explore and respect their own and others' opinions, attitudes and values. The SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active learning activities as often as possible. Wherever possible, parental involvement in SRE is to be encouraged.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for SRE.

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- ❖ self respect.
- ❖ respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- ❖ taking account of other people's feelings.
- ❖ mutual support and co-operation.
- ❖ honesty.
- ❖ accepting the responsibility for the consequences of our own actions.

- ❖ the right of people to hold their own views.
- ❖ not imposing our views on other people.
- ❖ the right not to be abused by other people or taken advantage of.
- ❖ the right to accurate information about sex and relationship issues

Our school ensures that effective SRE is available to all pupils. Our SRE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given extra SRE support by staff.

A scheme of work detailing the content of SRE is available. In Key stage 1 the main focus is on growing up, life cycles and telling others how we feel. In Key Stage 2 the main focus is on preparing pupils for puberty and the emotions involved in such a major change. By Year 6 the focus moves to looking at, relationships and behaviour with an aim of preparing pupils for adolescence. Throughout the programme, pupils 'practice' life skills such as assertiveness, self-awareness, decision making and consider all aspects of relationships and what affects them.

The content is developmental with topics being revisited and built upon.

Where possible, pupils are taught by their own class teacher as their familiarity with the pupils makes them best qualified to deliver SRE.

The content was decided in consultation with parents, governors, staff. Consideration of the pupils' social, physical and emotional maturity has been part of the development of the programme.

Here is an outline of what is covered in each Year Group.

Foundation stage: naming simple body parts, living and non-living things, How much more can you do now than when you were a baby?

Year 1 and 2: babies, children and adults (how our capabilities change), male or female, a simple look at conception, telling people how you feel.

Year 3 and 4:

Ourselves, self awareness, consequences of behaviour, feelings, conception, babies, keeping ourselves safe

Year 5 and 6

Friendships and other relationships, changes of puberty, diversity, respect for others, emotions
Changes of puberty, prejudice, decision making, stereotypes, different relationships, dealing with problems

The headteacher is responsible for the delivery of the SRE programme.

SRE is delivered predominantly in PHSE lessons to ensure a comprehensive coverage. However, consolidation and extension of SRE is found in science, RE, Literacy and during assemblies. Circle time is also used to deliver SRE and this occurs in classes once a week.

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

Most of SRE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

The PHSE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice. Evaluation of topics has been written into the schemes of work and will be used to adjust the programme in future reviews.

The majority of pupils in this school attend Framingham Earl High after attending this school. There is good communication between this school and Framingham High with a meeting with the year seven year leader where the SRE that pupils have covered is part of liaison discussions.

Dealing with sex-related pastoral incidents

All staff have received training in dealing with sex-related pastoral incidents. Staff know that in dealing with any incident they:

- Don't rush into anything that they might regret later
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or over-react.
- Keep the welfare of the children as the focus.
- Consider the full range of options open to you.
- Consider and anticipate both the positive and negative consequences of your actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.

Specific Issues Statements

Using visitors to deliver SRE

External staff are occasionally used to deliver aspects of SRE but as their availability cannot be relied upon, the SRE programme is taught with no assumption of support from external speakers.

Whenever an external speaker is going to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content (especially if there is concern that there might be a bias in the delivery). All visitors are made aware of the SRE policy and all lessons are evaluated by staff.

The visitor will also be supervised by a member of staff at all times.

Confidentiality

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

Informing parents/carers and parents right to withdraw their child

Before each year group embarks upon its SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons. Parents are also invited to view all teaching resources that will be used in the delivery of their child's SRE.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while their class' SRE is being delivered.

Child Protection Procedures

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

The approach to potentially controversial and sensitive issues

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

Dealing with sexually explicit questions

After careful consideration, the following has been adopted as policy on answering sexually explicit questions:

- It will be made clear at the start of every SRE lesson that personal questions are inappropriate.
- During the taught SRRE programme in Years 5 and 6, only questions that relate directly to the planned programme and the lesson being delivered will be answered in a whole class setting. This aims to prevent extremely explicit questions being covered.
- For questions that are not answered, it will be suggested that pupils ask their parents carers.
- Any other questions will be directed to the anonymous question box, but pupils will be told that this will be filtered.
- Outside the taught programme, provision is made for pupils' questions to be answered on a one to one basis, as they arise. Parents/carers have the right to withdraw their child from SRE lessons and therefore those that do not wish their child/ren's sexually explicit questions to be answered outside the taught programme must inform the school of their decision.

Arrangements for monitoring and evaluation

The PHSE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme which will be investigated every two or three years by means of a questionnaire, for parents and less formal methods for pupils. A formalised evaluation exercise will be completed by staff every two years.

Surlingham Primary 2006.

Date agreed by governors: 30/3/06

Date of next review: