

Moss Hey School
PSHE Education SRE and Citizenship Policy
Agreed: Autumn 2016
Review: Autumn 2019



Our policy is based on Stockport Young People's and Children's Services moral framework for Sex and Relationships Education.

Legal Requirements

The Government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of Sex and Relationships Education (SRE) during their school life. The school curriculum should be one which:

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

For schools in England and Wales, the 1993 Education Act provides the framework for sex and relationship education. Further guidance comes through DfE circulars.

'The department recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children' DfEE SRE Guidance 2000

Governors are responsible for sex and relationship education policy in primary schools except where it forms part of the statutory science curriculum. They are required to provide parents with a written statement of their decision on whether sex and relationship education is taught in the school, commenting on the content, teaching methods and resources to be used in lessons (*See Appendix 1*). Having made the decision that sex education is an important part of the curriculum; the Governing Body and the Head teacher follow Stockport LA's Sex and Relationship Education and Guidance. The school will provide Sex and Relationship Education to meet the needs of all pupils as part of a broad and balanced curriculum and keep an up to date policy which will be in place following consultation with parents. Parents can have access to the policy at any time.

Parents have the right to withdraw their children from sex and relationship education lessons where they do not form part of the statutory Science curriculum.

Principles

SRE at Moss Hey is an integral part of a carefully structured and co-ordinated programme of personal, social health education and citizenship relevant to the children's maturity and emotional stage of development.

The main principles which reflect the aims and values of the school are:-

- It is a spiral curriculum with foundations laid in the Foundation Stage and continued throughout the Key Stage 1 and Key Stage 2 curriculum, in

which concepts and values are repeated and developed at different levels of maturity and understanding and carefully integrated with other subjects where appropriate.

- Children are enabled to acquire and understand the values and attitudes necessary to prepare them to develop relationships in a responsible, fulfilling and healthy manner.
- Children are prepared to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction.
- Children are prepared for adult and family life in a manner which is sensitive to different racial, cultural and religious backgrounds, life-styles (including sexual orientation) and situations.
- Sex and relationships education is not only concerned with the acquisition of knowledge, but the development of attitudes and values of responsible behaviour.
- Boys and girls should know about physical changes which affect both genders.

Moral values and attitudes

Sex and Relationships education is an integral part of the child's spiritual moral, cultural, physical, mental and emotional development.

The following values and attitudes are encouraged:-

- Respect for themselves and others
- Responsibility for their own actions
- Consideration of the views and beliefs of others
- Sensitivity towards the needs and feelings of others
- Self- restraint
- Loyalty and fidelity
- Fairness

Skills

- Decision making
- Building and sustaining relationships
- Empathy
- Co-operation - working with others
- Listening
- Observation
- Parenting (development of personal responsibility)
- Using our Golden Thread values

Withdrawal from Sex Education - Parental Requests for Withdrawal

Where parents have requested that their child be partly or wholly excused from sex education, it is helpful if the parents have the opportunity to clarify any possible concerns with the Head teacher before arrangements for withdrawal are made as it is desirable that their child does not miss elements of their education. Children cannot be legally withdrawn from those elements which are required by the National Curriculum Science Order (circular No 5.94). It may be possible to recommend appropriate advice or support materials for the parents to provide sex education at home.

Section 17A of the Education Reform Act 1988 provides that:

"If the parent of any pupil ... requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except in so far as such education is comprised in the National Curriculum, be excused accordingly until the request is withdrawn."

Parents should make clear the parts of sex education from which they want their child to be withdrawn.

Arrangements for withdrawal from Sex Education

Alternative work will be set for the child and arrangements made for him / her to work with another class.

People Involved in Policy making

This policy evolved from discussion with staff of the school and governors in response to the Governing Body's decision to have a sex and relationships education policy.

Issues considered

- Current legislation
- The LA's and the school's existing policy and practice
- The rights and responsibilities of children, staff and parents
- The children's needs - their welfare and guidance
- The content, progression and development for each year group following curriculum planning reviews
- Resources to be used
- Sensitive issues and how best to handle these
- Training
- Children's questions and how to answer them
- Values and attitudes
- Equal opportunities
- Relationships
- Feelings

- Consultation with parents
- Implementation of the policy
- Involvement of health professionals

Organisation

Rec	<p>Making friends</p> <p>Working in a group</p> <p>How I am different/ the same as other people</p>
Y1	<p>Feelings: Naming feelings; Recognizing own qualities;</p> <p>Friends: Making new friends; Losing friends/ making up; What makes a good friend?</p> <p>Growing up: Belonging to different groups; Young and old; Naming body parts; Needs of a baby; Being unique;</p> <p>Safety: When to keep or tell a secret; Stranger Danger; Saying no; Asking for help</p>
Y2	<p>Feelings: Managing feelings; Knowing things that cause different emotions; Who is special to me?</p> <p>Friends and Family: Making choices; Special people; Different types of family; Similarities and differences in people</p> <p>Growing up: Naming body parts inc. penis and vagina; know that animals reproduce and young animals grow to be adults; Boys and Girls can do the same things (same gender love- moved to Y6)</p> <p>Safety: Safe/unsafe touches; Stranger Danger</p>
Y3	<p>Feelings: Recognising different feelings in themselves and others; Dealing with worries; How feelings affect friendships</p> <p>Growing up: Birth Fact file; How young children develop; Human life cycle stages; Naming body parts for male and female; Different types of families; Positive things about myself;</p> <p>Safety: Identifying dangers; Respect for others; Touching; Private parts (discussion)</p>
Y4	<p>Feelings: Expressing positive and negative feelings;</p> <p>Friendship: Actions affect friendships; Qualities of friendship; Conflict in friendship; Making decisions; Friendship problems;</p> <p>Growing up: What is a grown up; Similarities and differences; How a baby is made – making love, conception and birth; Correct use of vocabulary (moved to Y6)</p> <p>Safety: Unwanted influence and pressure; Saying no; Getting help</p>
Y5	<p>Feelings: Recognising feelings; Controlling own behaviour; Seeing other's points of view; Asking for help</p> <p>Friendship/Relationships: Qualities important to friendship and skills needed for successful relationships; Resisting peer pressure</p> <p>Families: What families provide for us; Responsibilities and expectations in families; Understanding different people's points of view;</p> <p>Growing up: Body changes at puberty for boys and girls; Menstruation and periods; Personal Hygiene; Names and functions of parts of male and female sex organs; Opportunity to ask questions in a single sex group (if necessary)</p> <p>Safety: Recognising risk in different situations and making judgments</p>
Y6	<p>Feelings: Strong feelings; To know our feelings and reactions affect people; Body language; Attraction and love;</p> <p>Friendship/Relationships: Qualities of friends; Diverse nature of families; Family values; Different views and responsibilities within a family; Why people choose to get married;</p> <p>Growing up: Review body changes as you grow; Personal Hygiene; The emotions, fears and worries of growing up; Seeking help; Increased understanding of sexual intercourse; Review understanding of conception; Responsibilities of having a baby; Contraception; Laws that protect us; Transmission of disease; Gender roles and stereotypes; How sex and relationships are portrayed in the media</p> <p>Safety: Learning to recognise risk; resisting pressures</p>

There will be whole school approach to sex and relationships education which will be taught by all year group teachers as an integral part of Personal, Social, Health and Citizenship education in mixed gender groups. There are also cross curricular links with many other areas, as and where appropriate.

Single gender groups may be appropriate on some occasions. Teachers may need to make decisions based on the needs of the pupils; for example where there are pupils of ethnic minority groups for whom special arrangements may be necessary on some occasions.

Teachers should be sensitive to their pupils' different experiences, individual needs, age and maturity when delivering the sex education curriculum. Sex education will be geared to the needs of the group rather than individual children who have precocious knowledge. Children may have special needs and their questions will be answered appropriately in a truthful and reassuring way. Children will be given factual information about human development and reproduction, within the context of loving relationships. The appropriate terminology will be used in order to support children's learning. They will be encouraged to articulate their knowledge using the correct terminology which we believe will help to rectify earlier misunderstandings.

Planning and Assessment

Sex and Relationships Education is integrated into the PSHE scheme of work and cross-curricular links have been carefully made to ensure that SRE is not a 'bolt on' aspect of the curriculum but rather set in the context of other curriculum subjects studied.

Children's skills, knowledge and understanding is assessed in the same way as in other curriculum areas, by task, outcome and discussion. Values are not assessed.

Teachers encourage children to review their learning and teaching is through a wide range of approaches aimed at meeting the needs of children to learn in different ways.

Activities include:-

- Writing and drawing after input.
- Quizzes to measure knowledge levels. What we know, what we would like to know.
- Questionnaire to gauge attitudes – what pupils have learnt, what they like/disliked.
- How we can improve future learning.
- Displays/other work.
- Debate
- Problems solving activities where responses planned to real life situations. What would you do if? Story boards.
- Teacher questioning and evaluation.
- Monitoring/evaluation including feedback and review.

Equal Opportunities

All children will have equal access to the sex and relationship education curriculum regardless of race, gender, colour, creed, language, ability or handicap except where parents request withdrawal.

Special Educational Needs

Children with Special Educational Needs will have access to sex and relationships education at the same time as other children in the class with whom they are usually taught.

Resources

A resource pack including work sheets and a DVD has been developed to support the scheme of work based on the *Channel 4 Living and Growing Series* and with reference to Stockport's Spiral Curriculum.

The resources used have been agreed and selected by the teaching staff and governors after careful consideration of the suitability of the content for the age and maturity of the children concerned. All resources used are available to be shared with parents upon request. The resources will be reviewed and updated when the policy is reviewed.

Staff and Stockport YP & CD health professionals may be involved either to talk directly to the children in consultation with teachers and in accordance with the school's policy, or for advice or in service training.

Involvement of Health Professionals and Other Visitors

On occasions we involve the people who may be Stockport C&YPD Advisory Service personnel, the School Nurse, Health Visitor or parents who may bring in babies or very young children to enhance the children's learning.

Teachers may wish to involve health professionals or other visitors when developing sex and relationships education topics.

The Following Procedures Will Always Be Observed:-

- The Head teacher will be consulted before the invitation is made.
- The health professional or visitors will be given a copy of the school's policy.
- There must be full discussion of the content of the topic prior to any involvement with the pupils, and the class teacher should always be present when any health professional or visitor talks to the children.
- Visitors must agree to work within the framework of the school's policy.
- Attention should be drawn to the school's policy on handling children's questions and sensitive issues.

Working with parents

The school seeks to work in partnership with parents. It is important therefore that we work with parents, to enable children to cope with the physical and emotional changes which they will encounter in their development.

Parents are consulted about the content and organisation of the sex education curriculum, and have the opportunity to see the teaching materials used. The policy will be available on request to the Head teacher. Parents are also informed by letter from the class teacher prior to any SRE lesson taking place.

Classroom Climate for Sex and Relationship Education

The classroom climate where teachers feel confident and where pupils are involved in decisions about what they need and want to learn is important. Results from positive pupil teacher relationships are built over time (see Teaching and Learning Policy).

Controversial and Sensitive Issues

During our policy making discussions, some issues that are common to many schools were identified as being potentially sensitive for children, parents or teachers. The school is concerned for the views and social and cultural moral beliefs of the teachers, parents, children and governors when approaching controversial and sensitive issues

Children may be exposed to some issues through the media, by other children or even circumstances in the family which perhaps they find difficult to understand. They may pose sensitive questions over which teachers or other professionals working in school may have to exercise discretion and judgement.

It is not possible to anticipate all questions, but it has been agreed that when teachers can respond to children's questions without referral to parents, they will be answered simply, sensitively and truthfully, in a manner appropriate to their age and level of development. It is acceptable to defer questions in order to ensure that the appropriate answer is given at another time, as in any other curriculum area. Some questions may be referred to parents, and not answered by the school.

Children's Questions

A traffic lights approach by degree of perceived sensitivity has been agreed.

- **Green** – The question may be addressed in front of the whole class.
- **Amber** – The question may be addressed with the pupil individually or with a small group.
- **Red** – Defer the answer and discuss the pupil's concerns/questions with the parents to see how they would wish to deal with the matter. Check with this policy or refer the matter to the Head teacher or PSHE coordinator. It may be helpful to ask the pupil what they think the answer is and why they have asked the question.

Ground Rules For Addressing Sensitive Issues – Supporting personal and social development

The ground rules for discussion should be discussed and agreed with the children in order to create a climate conducive to personal and social development and positive attitudes for learning. An example of ground rules was negotiated with children in this school.

- Listen carefully to what other people say.
- Be kind and respect one another.

- Don't laugh at anything others say.
- Don't talk while someone else is speaking.
- Support each other and don't sneer, laugh at or make unkind remarks at the time or **afterwards**.
- Try always to find something good to say. If you can't, then don't bother.
- If you don't want to say anything you don't have to.
- Always think before you ask a question.

It is important to take time to negotiate and draw up an agreement.

Teachers' personal responses to children's questions

Personal disclosures should **not** be made to children neither should they be asked for by the teacher from the children. Teachers can respond honestly, in a factual way to a child's request for an opinion on an issue, but should always state that it is **one view and other people may think differently**. Issues should not be personalised.

We seek to enable our children to make informed decisions, but not to indoctrinate or influence through biased view- points. **Teachers and other professionals must have due regard to the law and to the value of stable family relationships.**

Families and Home Life

Teachers and visitors should recognise the wide range of family and cultural backgrounds from which the children come and avoid causing offence by discouraging any inappropriate disclosure about family life during any teaching and learning about sex and relationships.

The school policy on pastoral care, Personal, Social, Health and Citizenship Education learning and teaching, will help to support children's needs to feel safe in their school.

Inappropriate Language

In SRE as in any other curriculum area we use the correct terminology in order to prevent misunderstanding. We believe that avoidance and euphemisms can create embarrassment and prevent children from adopting a mature and sensible attitude to this important area of their education. If they are unable to express themselves clearly, children and young people may expose themselves to risk. Children may use inappropriate sexist and abusive language with their peers in order to impress, when they lack self- esteem or mutual respect or are angry. Adults should address and correct the use of inappropriate language, and encourage the child to consider his / her feelings and those of others. This is outlined further in our behaviour and anti- bullying policies.

Contraception

There are no legal limitations on schools teaching about contraception as part of sex education. Early concepts can be about family sizes and population growth. We teach within a framework of values about keeping safe and healthy, self respect and respecting others. Teachers are not health professionals and do not give advice.

Sexual Orientation and Homosexuality:

This issue is addressed in an age appropriate way through resources used within the classroom. Teachers are provided with resources and story books to address differing backgrounds. Children's questions would be answered on an individual basis, in a manner appropriate to their age and maturity in order to correct misconception and misinformation.

Inappropriate language and prejudice are common in the context of this issue and DfES guidance states that homophobic bullying needs to be addressed (see Anti Bullying policy) Children are taught to tolerate and respect difference through Stockport's anti bullying spiral curriculum (co-written by Moss Hey SENCo).

Diversity and inclusion

We are sensitive to the views of different cultures and faiths about sexual behaviour, and teachers are advised to consider this when they are planning their SRE lessons. However it is essential that children have access to the learning they need to stay safe, healthy and understand their rights as individuals. Through relevant training as a safeguarding responsibility teachers are required to be aware of issues such as female genital mutation (FGM), recognise the signs and report any concerns to the head teacher.

HIV / AIDS

From an early age we teach health care, personal hygiene and safety. No teaching is given on HIV/Aids following the withdrawal of this aspect from the National Curriculum at Key Stage 1 & 2. Work on the immune system, prevention of disease, being ill and recovery is part of the School's PSHE and Citizenship programme give valuable support for the work of the secondary stage. The question of HIV / AIDS sometimes arises through playground talk and class discussion about healthcare. Teachers would seek to correct any misunderstanding and misinformation by giving accurate answers with due regard to the age and maturity of the child. Teachers and other people working in school would deal with challenging or sensitive questions about sexual matters outside the sex education curriculum, on an individual basis.

Sexual Harassment

We seek to educate children to respect their own body and that of others. We teach them from a very early age of their right to personal safety, and to make choices within a supportive context of equal opportunities through our Personal, Social, Health and Citizenship curriculum.

Child Protection

The school's policy on pastoral care and Personal, Social, Health and Citizenship Education and the school's Child Protection Policy, support children's needs to feel safe in our school. The child's request for confidentiality should be respected.

The safety of a child should never be compromised. If a member of staff believes that a child may be at risk, Child Protection procedures will apply and the Head teacher must be informed immediately.

Continuous Professional Development

In Service training for staff will be identified as the policy is monitored and evaluated in accordance with the School Development Plan. Support for difficult and complex issues

will be given to staff when required. The school ensures that teachers have access to high quality training in all aspects of S.R.E, including sensitive issues.

Complaints procedure

Complaints should be addressed to the Head teacher who will endeavour to resolve any cause for concern.

Arrangements for Monitoring and Evaluation of the Policy.

The evaluation of the effectiveness of sex and relationships is an important step in informing future learning. The policy will be reviewed annually unless there is statutory change or cause for concern and will be approved by the Governing Body. All members of the school staff and governors will receive a copy of the policy.