



Glendower Preparatory School

Sex & Relationships Education Policy

2017-2020

Reviewed: September 2017

Next Review: September 2020

SEX AND RELATIONSHIPS EDUCATION POLICY

Glendower Preparatory School acknowledges the assistance provided in the guidance documents 'Sex and Relationship Education Guidance' (DfEE 2000) and 'Sex and Relationships Education for the 21st Century' (PSHE Association 2014), in the writing of this policy.

Reviewed: September 2017

Next Review: September 2020

Staff responsible: Mrs S Knollys, Headmistress,
Mrs S Maher, Deputy Head,
Mr D Tucker, Head of Pre-Prep Department, Assistant Head,
Class Teachers, Teaching Staff and Teaching Assistants

Person responsible for review: Mrs Sharon Maher

This policy also relates to Early Years.

Policies linked to: Curriculum Policy /Teaching and Learning Policy, Safeguarding/Child Protection Policy, Equal Opportunities Policy, Science Schemes of Work, PSHE and Citizenship Schemes of Work, Complaints Procedure.

This document also appears in: School Website

Documentation provision for Parents

Staff Handbook

SEX AND RELATIONSHIP EDUCATION POLICY

The governors and staff of Glendower Preparatory School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The school recognises the importance of working within the framework for 'Every Child Matters: Change for Children' and the outcomes outlined within it:

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being

In keeping with current DfE legislation and after reviewing existing practice within the school, a revised sex education policy has been formulated. The implementation of the policy is the responsibility of all teaching staff.

WHAT IS SEX AND RELATIONSHIP EDUCATION (SRE)?

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

MORAL AND VALUES FRAMEWORK

At Glendower Preparatory School our Sex and Relationship Education reflects the values of the PSHE and Citizenship programme. SRE is taught in the context of relationships. In addition our SRE programme promotes self esteem and emotional health and well being. We wish to help our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims

Sex education in this school will contribute to the requirement of the Education Reform Act 2002 that the school curriculum should be one which:

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

Objectives

- to help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead
- to develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially
- to develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe

Equal opportunities

The Sex Education programme will be given in accordance with the school's Policy for Equal Opportunities.

Resources and methods of teaching will be in line with the criteria set out in the Equal Opportunities Policy.

ORGANISATION OF THE SEX AND RELATIONSHIPS EDUCATION PROGRAMME

Coordination

Sex and Relationships Education will be coordinated by the Deputy Head, who is also Head of Pastoral Care, in consultation with the Head Teacher, staff and governors.

Delivery and Content

In years 1 – 5 SRE is integrated into the normal school curriculum and emphasises in particular the family unit, family relationships, growing up, and physical, emotional and spiritual needs. Basic information on parts of the body is included and any specific questions are answered openly and honestly as they arise.

We believe that it is important to introduce the correct language for parts of the body from an early age and for the reproductive organs when appropriate. All staff are aware of this and attempt to introduce this in a consistent manner.

In year 6, a special series of science lessons is devoted to puberty and the changes it brings.

By the end of year 6 girls should be able to:

- name the main sexual and reproductive parts of the male and female human body using correct terminology, and describe their functions
- describe the main physical and emotional changes in puberty for boys and girls and the differences between them
- explain that there are different rates of change for puberty for different people and give some reasons for this
- identify basic facts about menstruation and practical aspects of how to cope with this
- identify basic facts about sexual intercourse, pregnancy and the birth of a baby
- deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it

Teaching and learning methods

Active learning methods which involve the children's participation will be used.

Resources

- DVD material will be available for parents to view prior to their use;
- various books are available to the children in the library; and

- other materials used will be available on request.

Parental consultation

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders (National Curriculum in England DfE 2013). If a parent wishes their child to be withdrawn from the lessons, they should discuss this with the Headmistress, making it clear which aspects of the programme they do not wish their child to participate in. However, parents should be aware that girls will talk to one another outside the classroom and may be misinformed by their peers if they are withdrawn from the programme. Alternative work will always be set should a child be withdrawn.

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, TAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

Confidentiality

Teachers are aware that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the school's safeguarding/child protection procedures.

Procedures for monitoring and evaluating

Teachers will be required to evaluate their teaching programmes and feedback to the coordinator.

The policy will be reviewed on a three yearly basis in meetings with staff, taking into account feedback from parents and pupils.

Dissemination of the Policy

The policy will be made available to governors, staff, inspectors and visitors taking part in the programme.

SM September 2017