



Relationships (SRE) Policy

Date: Autumn 2016

Review Date: Autumn 2018

Aims and Principles of The Policy

- This policy is intended to ensure that pupils at Goose Green are provided with a consistent standard of Relationships Education.
- It aims to ensure that all pupils, by the time they reach secondary school age, are well equipped to deal with the secondary SRE curriculum.
- It aims to provide all pupils with the knowledge and, skills, and to shape the attitudes, that will enable them to make positive and healthy choices concerning relationships as they grow up, and to deal with risk.

What does this policy cover?

This policy covers our school's approach to teaching 'Relationships and Growing up' Education. It was produced by the PSHE Coordinator after consultation with staff, parents and pupils. The children were consulted using the Sex Education Forum's consultation tool. This allowed us to see what our children wanted from their lessons about Relationships and Growing up. Additionally, parents and children are consulted during the annual parent workshops.

When will it be reviewed?

We will review this policy every 2 years or in the light of new guidance.

How will parents know about and be able to access the policy?

This policy is available on the school website.

What is 'Relationships Education'? How do we define it in our school context?

Relationships Education for our primary pupils means age appropriate learning about the people we care for (family members, friends, community members) and how we show we care, about resolving conflicts, and about our bodies (what they look like, keeping clean and how they change as we grow older). We communicate this to the children and parents in '**relationships**' and '**growing up**' lessons.

We made the decision to refrain from calling these SRE lessons so that the focus is on the content rather than the name.

We believe it is important to address this area of the curriculum because children have a right to understand friendships, be given tools to resolve conflicts, be prepared for changes that will take place in their bodies, learn how to keep themselves safe and happy, and know who to turn to for help.

What values will underpin our work in this area of the curriculum?

Our programme promotes the importance of loving and stable relationships. The programme also promotes tolerance of a range of relationships.

The learning outcomes of this programme

Relationships and Growing up will be delivered at **all key stages** and at **all ages**. Our scheme is a spiral scheme. This means that each year complements the year before and after.

At the end of primary school our children will understand that they have relationships with many different people and these relationships are all different. They will know how to resolve conflict and who to go to for help when required. Our children should understand how they have changed since birth and how they may change in the next few years, including how these changes link to the process of reproduction, within the context of a stable relationship and in accordance with the law.

How will parents and carers be involved?

We are committed to working with parents and carers. We will offer support by holding annual meetings, per year group, to explain the session content for that stage in the child's maturity. We will listen to the views of parents and will add content (e.g. puberty and hair growth) at an earlier stage if the parents of the children ask for it and after consultation others do not object. We provide a book loan system for parents who wish to continue this learning at home. Our curriculum is published on the school website so that parents can see, week by week, what is being taught. Parents also have the right to withdraw their child from Relationships and Growing up sessions.

How will we support children that are withdrawn from the programme?

Parents have the right to withdraw their children from all or part of the programme of Relationships and Growing up unless it is part of the statutory science curriculum. If a parent chooses to withdraw their child, which they must do by letter, the PSHE coordinator and head teacher will meet with the parent/s in an attempt to include the child in as many of the sessions as possible. If the parent refuses to allow the child to take part in sessions the PSHE co-ordinator will reiterate the importance of Relationships and Growing up and

provide a programme of home learning and other support so that the parents can complete the work at home. The co-ordinator will ask for the completed work to be returned to school. If parents refuse completely we will provide details of their local councilor for the parent to write to.

How will we ensure the curriculum is balanced?

Whilst promoting the values and aims above, we will ensure that pupils are offered a balanced curriculum. We will ensure that the children always have access to the learning they need to stay safe, healthy and to understand their rights as individuals. This will include providing clear, impartial scientific information and if necessary, covering the law in relation to forced marriage, female genital mutilation and abortion. It will also cover the concept of, and legislation relating to, equality.

How will we ensure that our equalities obligations are fulfilled?

We will ensure equality by striving to do the best for all of our pupils, irrespective of disability, educational needs, race, gender, nationality, ethnic or national origin, gender identity, religion or sexual orientation or whether they are looked after children.

We respect how pupils choose to identify themselves, understanding that depending on age and maturity, their sexual orientation and gender identity may be 'emerging'. Our Relationships and Growing up is sensitive to the different needs of individual pupils and will evolve and adapt over time as the school population changes.

How do we assess children's learning and ensure differentiation?

We assess the needs of different pupils through prior knowledge of the pupils, 'draw and writes' at the beginning and end of each unit and through continuous AfL within the classroom.

Who will be responsible for teaching the programme?

Class teachers are responsible for teaching the programme to their students. The PSHE co-ordinator will provide support where required and other professionals such as school nurses will be invited in where necessary. The PSHE co-ordinator is responsible for the content of the programme and ensuring it is updated according to relevant guidance. The PSHE co-ordinator delivers Growing up sessions to Year 6 pupils.

How will the Relationships policy link to other school policies and other subjects on the curriculum?

This policy supports and compliments the following school policies:-

Bullying
E-Safety
RE
PSHE
Science
Safeguarding and Safeguarding Suite
Teaching and Learning
SMSC
Code of Conduct Policy

Learning about Relationships and Growing up in PSHE sessions will link to Health and Growth in Science, E-safety in computing studies, religious stories and values in RE and Speaking and listening in literacy.

What teaching methodologies will be used?

The school uses a scheme written by the PSHE Lead (a chartered teacher of PSHE) utilizing the Southwark Programme of Study developed from the PSHE Association POS. These Relationships and Growing up units are covered in the summer term when children are most mature for their year group.

These programmes will be taught through a range of teaching methods including; draw and write, role play, puppets, stories, discussion, visitors, DVDs and debates.

How will children's questions be answered?

It is important that all children feel able to ask any questions that they wish and that their questions are valued.

In accordance with government guidance, pupils' questions will be dealt with honestly and sensitively and in a supportive way. Some questions may be more appropriately dealt with one-to-one. Care should be taken where members of staff are alone with a child – e.g. alerting another adult. The child protection policy should be read in conjunction with this one.

Establishing clear ground rules, such as 'There will be no questions about individuals' and 'We respect each other's ideas', will provide scaffolding for safe question asking within lessons. There will be times when questions are difficult to answer or are inappropriate for the maturity of the class or content of the lesson.

If staff do not have the relevant subject knowledge, or are unsure of how to answer a question, distancing techniques will be applied. (See PSHE policy for more on distancing techniques)

All teachers should feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer. It is also good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

It is stressed that teachers' personal beliefs should not influence the way in which Relationships and Growing up is taught and this includes how questions are answered. It is recognised that individual members of staff may need assistance to deal with issues that give rise to conflict with their own values/beliefs.

How will children who are thought to be 'at risk' be supported?

When teaching any sensitive issue young people may give cause for concern by disclosing information or asking questions. We follow the safeguarding procedures set out in the safeguarding policy/Suite when any disclosures are made. Teachers also consider the needs of their children as they plan lessons and will pay due regard to the sensitivities of their classes.

Use of outside agencies and visitors

It is essential that outside agencies and visitors are used appropriately, consistent with the principles of this document.

The emphasis is on partnership and collaboration in Relationships and Growing up. Schools do not have the sole responsibility for teaching children about relationships and growing up and, where possible, should draw upon outside expertise to offer the best possible programme for their pupils, while retaining their own responsibility for delivery.

Both the school and the external agency/visitor will need to ensure clarity regarding the aims of the session. The teacher responsible for the lesson should therefore:

- Ensure that the visitor/agency has a copy of this policy
- Ensure that the visitor/agency has background information on how the topic being covered is dealt with in the school
- Give the visitor/agency a clear brief on what is required of them
- Check materials to be used

- Check credentials where the agency/visitor is not already known to the school
- Ideally plan each session together
- Be present throughout the session
- Provide feedback to the visitor as to whether aims were met and how they may be achieved next time if not.

Sexuality

- Homosexuality and bisexuality will be covered within the context of work on relationships and 'attraction' and in response to questions that arise.
- The importance of valuing individuals irrespective of their sexuality will be emphasised.

HIV, other STIs and contraception

HIV and other STIs (sexually transmitted infections) will be dealt with in a maturity-appropriate way in Years 5 and 6 and the concept that 'sexual activity can carry risk' will be explored. As in other aspects, the importance of valuing others irrespective of their health status will be emphasised and the principle of preventing and removing prejudice will be upheld. Contraception will be dealt with alongside conception and in the context of the curriculum theme 'Growing up' in relation to STIs and choices that affect health. Questions about termination of pregnancy will be dealt with honestly and sensitively. In all of these areas the concept of **how our beliefs and religious/cultural differences affect our choices** will be explored.

Training & Support

It is recognised that staff will need training and support to implement all aspects of this Policy. The Co-ordinator holds a PSHE CPD qualification for Relationships and Growing up and is a chartered teacher of PSHE and is able to provide in-service training for those involved in the delivery of Relationships and Growing up. Outside agencies, such as the school nurse, can also support staff. The coordinator will ensure that staff support is provided and relevant to current needs through prior discussion.

The role of the school environment

The school will ensure that the whole school environment is consistent with the principles of respect for self and others and of the importance of communication that underpin this policy, including:

- It is recognised that boys and girls may have a need for respect for their privacy where changing of clothes is necessary. There will be provision of separate changing facilities where available.
- The use of devices such as 'question boxes' and 'chatterboxes' to enable pupils to have questions and concerns addressed privately
- Ensuring that all pupils know how to access members of staff to talk them and that this is welcomed
- Ensuring that images used in posters and other décor give positive messages
- Not allowing sexist or homophobic behaviour to go unchallenged.
- Provision for pubertal pupils such as sanitary bins, sanitary wear, clean underwear and wipes.

The taught curriculum set out in this policy recognises that pupils should know about changes before they occur and that some will develop early. Teaching about pubertal change for both sexes will be taught to both sexes, with additional single sex sessions. Teaching of these topics will be designed to give the message that young people need not be embarrassed and to allay fears and concerns.

In addition to what is taught, the school will:

- Ensure that there are facilities for disposal of sanitary products
- Ensure that sanitary products are available in school, that they are easily accessible with minimum embarrassment and that pupils can access toilets
- Ensure that pupils are able to talk to same-sex staff (where available) if they wish
- Provide particular support to parents/carers to enable them to talk to children their children about puberty linked with what's being taught in school

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