

PARK HILL SCHOOL

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

School Context

Park Hill is a two/three form entry school with places for 530 children aged between 3 and 11 years old. Our pupils are from multi-cultural, multi-faith, socially diverse backgrounds. 70% of pupils are of Pakistani heritage.

Park Hill is an inclusive school, offering an education to all our children that enables them to enjoy learning and achieve to their full potential. 23% of the children have Special Educational needs, 31% are entitled to Free School meals. There is a range of private owned and rented housing in the area.

Park Hill is situated on Alcester Road in Moseley, Birmingham. The school was opened in 1954. It is a two storey building with 15 classrooms and a separate Nursery providing 80 part-time places.

Park Hill School has achieved Healthy School status. We promote this by encouraging our children to take part in regular exercise and to eat a healthy well balanced diet. There are a range of before school, after school and lunch time clubs promoting sporting activities.

Policy Development and Consultation

This Policy was developed with all of the school stakeholders- parents, pupils staff governors and HES (Health Education Service) adviser and consulted the local health data (information from the NHS).

What is Sex and Relationship (SRE) Education?

In Park Hill School, SRE is about lifelong learning about physical, moral and emotional development. It is about the understanding and importance of marriage for family life, stable and loving relationships, respect, love and care.

Aims and Objectives of SRE

- To provide clear guidance for parents, staff and governors.
- For pupils to develop the understanding that SRE is a gradual developmental process that is supported by a partnership between home and school. It will provide a foundation for further work at secondary school.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being.
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- To help pupils move more confidently and responsibly into adolescence.

Moral and Values Framework

At Park Hill, the SRE programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for yourself
- Respect for others
- Responsibility for your own actions
- Responsibility for family, friends, school and the community

Content of Programme

At Park Hill, SRE is taught in Nursery and Reception based on the EYFS Learning outcomes under the PSED (Personal Social and Emotional Development) framework, and through Circle time. From Year 1 onwards it is taught through the Social and Emotional Aspects of Learning Programme (SEAL) and PSHE (Personal, Social, Health, Emotional).

The discrete SRE programme will begin in Y5 and be taught in gender groups. The discrete programme will incorporate teaching around basic puberty, personal hygiene and making healthy choices. Basic puberty teaching will start in the final term of Y5 for the girls and in Y5 for the boys.

Organisation and Methods of Teaching

Boys in Year 6 in the discrete programme will be taught by a male member of staff. Girls in Year 5 and 6 in the discrete programme will be taught by a female member of staff. This will be in single sex groups. There will be a teaching programme agreed through consultation for staff to use. Those resources agreed through consultation will be used.

Areas of responsibility:

Head Teacher and SRE Governors

- To ensure the legal framework is followed
- Ensure that the policy is made available to parents and that it includes clear procedures for parental withdrawal
- Work with parents, attend meetings with parents and listen to their views

Teaching staff

- To implement the SRE policy
- To ensure that the policy is followed
- To liaise with the governors on the teaching of SRE in school
- To liaise with parents
- To respond to the needs of the children and follow the schools agreed practice

SPECIFIC ISSUES

- Confidentiality - Pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the LA policy and procedure. Refer to Park Hill Child Protection policy.
- Anti-bullying and anti-racist issues are addressed through SEAL (Social and Emotional Aspects of Learning).
- Homophobic bullying or name-calling and inappropriate sexually provocative clothing on school trips/discos, will be dealt with in line with school policy.
- Inappropriate behaviours are addressed through SEAL and behaviour management through the school's Behaviour policy.
- Personal hygiene is taught within the discrete curriculum.
- Sexual swear words will be reported to the Head teacher and dealt with in line with school policy.

Changing Facilities for PE Upper Key Stage 2

School will provide suitable facilities for the pupils from Year 4 onwards to change separately for PE. Individual cases where children feel more sensitive about changing will be dealt with by the class teacher.

Swimming

At Park Hill, single sex swimming lessons are organised with regard for the sensitivity of the faiths and culture groups represented at the school.

Use of Outside Visitors

Outside visitors should be made aware of the SRE and Safeguarding policy before delivery. Outside visitors will be made aware of the schools scheme of work and that work with pupils will be evaluated. A member of staff will always be present.

School will follow Local Authority (LA) guidelines and will contact the LA/HES team if in doubt about the suitability of any programmes. Any new guidelines will not be implemented unless the policy has been subject to further consultation and review.

Intimate Care supporting children with SEN (Special Educational Needs)

The school will assign a key member of staff of the same gender to a pupil who needs support with intimate care. This will be recorded in the pupil's care plan. (Refer to the Intimate Care policy.)

Answering difficult questions

If a pupil asks a difficult question during a whole class session, staff will use the question box approach. Questions outside of the parameters of the Scheme of Work will be referred to parents. Pupil's questions can be answered by teachers if this is in agreement with parents.

Working with parents

The school seeks to work in partnership with parents through consultation and support. The school recognises that parents play a vital role in providing education about relationships and growing up and aims to support parents in this role.

Parents will be specifically informed through letters about the discrete SRE lessons and be provided with the opportunity to view resources and discuss the specific teaching content.

Parent withdrawal

Parents have a right to withdraw their child from those elements of the SRE programme that do not form part of the National Curriculum. If parents have concerns about the content of SRE or want to withdraw their child they will need to make an appointment with the Head teacher to discuss this. Any complaints should be referred to the Head teacher and SRE Governor.

Provision for pubertal pupils

Sanitary protection is available from the Head teacher and key members of staff and stored in the Head teacher's office or a suitable place easily accessible to key staff.

Where pupils begin menstruation before the Y5 discrete programme is delivered, the Head teacher or key members of staff will deal with the situation sensitively and consult with parents. Sanitary disposal units are situated in the Key Stage 2 girl's toilets.

Dissemination of the Policy

- A summary of this policy will appear in the school prospectus.
- Parents will be supplied with a fully copy on request.
- The policy will be presented to all staff and governors.

Specific links to E.C.M. (Every Child Matters) and the OfSTED SEF (Self Evaluation Form)

This policy links directly to the Every Child Matters Outcomes of 'Staying safe' and 'Being Healthy'.

Other related policies

This policy supports other policies in school, including ; Child Protection; SEAL; PSHE and Citizenship; Behaviour; Anti-bullying; Intimate Care; SEN; Inclusion.

Equal Opportunities/Inclusivity

The schools SRE policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, faith, disability or social background.

Monitoring and Evaluation

PSHE Co-ordinator, Science Coordinator and Head teacher will undertake informal evaluation of the programme, along with pupils, the teaching staff and Governors.

The policy will be reviewed annually by key stakeholders..

GLOSSARY OF TERMS

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| E.C.M | Every Child Matters |
| EYFS | Early Years Foundation Stage |
| HES | Health Education Service |
| LA | Local Authority |
| NHS | National Health Service |
| OfSTED | Office for Standards in Education |
| PSED | Personal, Social, Emotional Development |
| PSHE | Personal, Social, Health and Emotional |
| SEAL | Social and Emotional Aspects of Learning |
| SEF | Self Evaluation Form |
| SRE | Sex and Relationships Education |