



Hague Primary School
Sex and Relationship Education
(SRE) Policy known as
Growing and Changing Education (GCE) Policy

Our School Vision

At Hague we want everyone to enjoy learning and achieve great things for themselves and others. We work in partnership with parents and carers to ensure children develop the skills to be active, confident and independent learners who contribute to school life and the wider community. We respect and support each other through our rights respecting behaviour.

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. The document has been written with reference to the current National Curriculum requirements. **The policy supports safeguarding and child protection**

The Consultation Process Has Involved:

- Review of Growing and Changing Education (GCE) curriculum content with parents, staff and pupils
- Consultation with school governors
- Consultation with Local Authority –Healthy Lives Team.

1. What is Growing and Changing Education at Hague? *What is SRE?*

Growing and Changing Education (GCE) at Hague is the children's opportunity to develop lifelong learning about physical, sexual, moral and emotional development through our staged, age appropriate developmental curriculum. The curriculum lessons promote children's understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves children acquiring information, developing skills and forming positive beliefs, values and attitudes about themselves and others. We want children to have the vocabulary and confidence to be able to talk with parents and others about physical changes to their body, emotions and feelings in a way that keeps them safe now and in the future.

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, 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 – this would be inappropriate teaching.
(Sex and Relationship Education Guidance 2000)

Ofsted (2014) states that in OUTSTANDING SCHOOLS: "Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation". In judging overall effectiveness, Ofsted will also require evidence of pupil's social, moral, cultural and spiritual (SMSC) development. The delivery of an age-appropriate and well taught SRE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

4. Principles and Values

Hague Primary School believes that:-

- The school has a responsibility for the provision of a programme of GCE for its pupils beyond that required by law in the National Curriculum.
- Relationships are defined as those between family members, friends, class mates, teachers and other adults that the children will come into contact with.
- Pupils have a right to GCE in addition to and as part of PSHE and Science delivery. (Article 28: You have the right to go to learn and go to school. United Nations Convention for the Rights of the Child – UNCRC)
- GCE should be age appropriate and take into account the views of parents and the community.

In addition we believe Growing and Changing Education should:-

- Recognise that parents are the key people in teaching their children about how they grow and change, sex and relationships. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Growing and Changing Education in this school has three main elements:

Attitudes and Values (PSHE)

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills (PSHE)

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;

Knowledge and Understanding (Science)

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

5. Aims

The aim of GCE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our GCE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- communicate effectively by developing appropriate terminology for sex and relationship issues.

6. Organisation and Content of Growing and Changing Education at Hague Primary School

GCE lessons at Hague are taught every year generally the Summer Term. Objectives are covered across two or three, 1 hour lessons where Science and PSHE objectives are covered simultaneously.

GCE lessons are set within the context of the PSHE, and Science Curriculum. The PSHE objectives focus more on the emotional aspects of development and relationships. The Science National Curriculum objectives cover the physical aspects of puberty.

Support is offered with the school for the delivery of GCE from the GCE, Science, and PSHE Leaders of Learning. Help with planning or delivery of lessons and training/support given where required.

Assessment for Learning is carried out at the end of every session and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

7. Questions

The asking and answering of questions is an important part of learning and understanding and is an important educational function. Strong negative messages can be given to children by the refusal of schools to answer children's information-seeking questions; or dismissing or discounting such questions.

Any GCE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Parents will always be informed of questions asked that are significantly above the developmental level for that class and their specified scheme of work.

The topics listed in this policy are raised in discussions in primary schools because primary age children are asking questions about these topics.

8. Resources

Hague Primary School has adapted The Christopher Winter's Project Curriculum to teach GCE specifically to the needs of our children. Staff will not use resources beyond the agreed curriculum from Christopher Winters for the specific teaching of agreed SRE - Growing and Changing Curriculum. PSHE Jigsaw Curriculum stories are used to support understanding about families, friends and relationships.

Each year group (year 1-6) has specified schemes of work and resources that will be shared with parents annually. Teachers should only use the resources specified within Hague's adapted scheme of work including PSHE stories related to the Jigsaw curriculum. These resources have been chosen after extensive consultation with teachers, TA's parents, governors and the Tower Hamlets, Healthy Lives Team who support schools with the development of policies.

Healthy Lives Team specialist teachers or experienced Hague teachers support colleagues who have less experience teaching the curriculum. The PSHE co-ordinator can support lesson planning and the delivery of lessons if required.

9. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to teachers and parental requests and concerns annually with regards to the structure of teaching for each class.

Students with Special Needs

We will ensure that all children receive GCE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Children, whatever their developing sexuality need to feel that GCE is relevant to them.

10. Right of Withdrawal of Students from Growing and Changing Education and Parental Involvement

Each year parents will be invited to attend an information meeting specific to what their individual child will be taught that year. (Local authority advisers may assist the school in the organisation and running of these events.) At this information session parents will hear why 'Growing and Changing Education' is so important to Hague Primary School, see the curriculum that will be delivered and look at a sample of the resources that will be used in their child's year group.

Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from the PSHE parts of the Growing and Changing curriculum. **They do not have the right to withdraw their children for those parts included in the statutory National Curriculum (i.e. body changes as humans develop in Science lessons).** We will make alternative arrangements in such cases for their children to be taught the science objectives in a separate lesson. Parents are asked to discuss their decisions with staff at the GCE information meeting held annually where there is the opportunity for parents to review the curriculum and the resources used. Parents are welcome to review any SRE resources the school uses. Parents wishing to withdraw their children from the PSHE sections of the GCE Curriculum will need to sign a form to show understanding that the statutory elements of the science for the particular key stage will still be taught.

11. Confidentiality, Controversial and Sensitive Issues

(Please see Confidentiality Statement at the back of this policy for more details.)

Teachers cannot offer unconditional confidentiality.

Teachers are not legally bound to inform parents of any disclosure unless the head teacher has specifically requested them to do so.

Teachers will inform parents of disclosures where further discussion may be required or a child has asked a question not directly linked to their year groups GCE objectives.

Should a child make a disclosure the school's child protection procedures are followed. The teacher will ensure that the child understands that if information needs to be shared then secrets/ confidentiality cannot be kept and will be shared to ensure the child is safe.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

12. Monitoring and Evaluation of Growing and Changing Education

It is the responsibility of the GCE LoL to oversee and organise the monitoring and evaluation of GCE, in the context of the overall school plans for monitoring the quality of teaching and learning on a yearly basis. It is the responsibility of the class teacher to evaluate and self reflect on their teaching of GCE outlining further support or training needs after the scheme of work has been taught in the Summer Term. The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Growing and Changing Education Policy in consultation with the Leader of Learning and national requirements as necessary.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Growing and Changing Education policy, and on support and staff development, training and delivery.

Headteacher Signature.....

Governor Signature.....

Pupil Representative Signature.....

Date

<u>Key Stage 1 (National Curriculum 2014)</u>	
<u>Science</u>	<u>Citizenship / PSHE</u>
<u>Statutory</u>	<u>Non Statutory Guidance</u>
<p><u>Year 1</u></p> <p>‘Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.’</p> <p><u>Year 2</u></p> <p>‘Notice that animals including humans, have offspring which grow into adults.’</p> <p>‘Describe the importance to humans of hygiene.’</p>	<p><u>PSHE:</u></p> <p><u>Pupil should be taught:</u></p> <p><u><i>Developing a healthy, safer lifestyle</i></u></p> <ul style="list-style-type: none"> • How to make simple choices that improve health and well being • It maintain personal hygiene • How some diseases spread and can be controlled • About the process of growing from young to old and how people’s needs change • The names of the main parts of the body • Rules for, and ways of, keeping safe and about people who can help them to stay safe. <p><u><i>Developing good relationships and respecting the differences between people</i></u></p> <ul style="list-style-type: none"> • To recognise how their behaviour affects other people • To listen to other people, and play and work cooperatively • To identify and respect the differences and similarities between people • That families and friends should care for each other • That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying <p><u><i>Developing confidence and responsibility and making the most of their abilities</i></u></p> <ul style="list-style-type: none"> • To recognise what they like and dislike, what is fair and unfair and what is right and wrong • To recognise, name and deal with feelings in a positive way

Key Stage 2 (National Curriculum 2014)	
<u>Science</u>	<u>Citizenship / PSHE</u>
<u>Statutory</u>	<u>Non Statutory Guidance</u>
<p><u>Year 5:</u> Animals including humans: Describe the changes as humans develop to an old age.</p>	<p><u>Non-Statutory guidance for science in year 5:</u> Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p><u>PSHE:</u> <i><u>Developing confidence and responsibility and responsibility making the most of their abilities</u></i></p> <ul style="list-style-type: none"> To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves and their family in a positive way. <p><i><u>Developing a healthy, safer lifestyle</u></i> <i><u>About how the body changes as they approach puberty</u></i></p> <ul style="list-style-type: none"> To recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable. That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. <p><i><u>Developing good relationships and respecting the differences between people</u></i></p> <ul style="list-style-type: none"> That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view. To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships To recognise and challenge stereotypes That differences and similarities between people arise from a number of factors, including cultural, racial and religious diversity, gender and disability Where individuals, families and groups can get help and support.

These 2 policies should be read as an Appendix to the SRE Growing and Changing Policy

Appendix 1: Confidentiality Statement for Growing and Changing (SRE) Policy

Appendix 2: HIV and AIDS Statement – Related to SRE Policy

It should be noted that the elements of SRE included in the Science curriculum are statutory and parents do not have the right to withdraw their children from this.

