

BAINES ENDOWED VC PRIMARY SCHOOL POLICY FOR GROWING AND CHANGING (including the teaching of Sex and Relationships Education)

This policy has been produced in response to the

- National Curriculum non statutory framework for PSHEe.
- DfES 2000 guidance for SRE
- Lancashire Primary Scheme of Work
- PSHE Association guidelines
- The Equalities Act 2010

It recognises the need for a planned whole school approach to the teaching of SRE addressed through a combination of timetabled teaching time for PSHEe and work covered in a cross curricular way (eg through RE and Science).

Aims

Sex and relationships education within our school aims to provide opportunities for children to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens.

As a school we are aware that teenage pregnancy rates in Lancashire are significantly higher than the national average, (information taken from the National Public Health Observatory). Through our SRE work we hope to positively influence this trend.

Planned Opportunities for the teaching of SRE:

All teachers have the responsibility to provide SRE lessons whether in:

- Discrete provision
- Other Subject Areas (Cross Curricular)
- School Activities and Events (Extra Curricular)

All pupils have a discretely timetabled session for PSHE of 40 minutes per week.

Resources

A selection of appropriately selected resources is detailed in the scheme of work and these are kept centrally. Resources are regularly reviewed and updated.

Visitors, including the school nurse, may sometimes be used where relevant and appropriate. There are guidelines in school for the use of visitors and these should be adhered to at all times.

Broad Areas of Content

Rec/Year 1

link to science and me, myself topic
recognising myself
what does my body look like
what language do I use for my body including penis, vagina
and breasts
sorting animalsparents and offspring
different sorts of families

Year 2

looking after my body
the difference between boys and girls
good touches/bad touches
good secrets/bad secrets
how is my body growing
how do I know it is growing
how can I look after myself
new life and their needs.
Different sorts of families

Year 3

babies and their needs
life cycles
need for hygiene

Year 4

keeping safewho to tell and how to tell
different rates of development
gender issues and their portrayal in the media
my life from birth onwards
new life.....how animals prepare for birth

birth of a baby and it's care.

Year 5	physical changes at puberty emotional changes at puberty social changes at puberty differing rates of development language development
Year 6	puberty continued.....boys and girls issues sexual reproduction exploring myths and misconceptions media influences parental responsibility contraception - pills and condoms infection risks

Learning and Teaching

It is recognised that pupils learn best in this area by active learning methods. Active teaching approaches will be used including Circle Time, games, role play and discussions will be used.

The over use of worksheets will be discouraged. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self esteem.

Assessment

There are no levels for PSHEe but assessment is necessary to determine that learning has taken place. A variety of activities will be used for this including:

- Self assessment
- Peer assessment
- Write and Draw activities
- Discussions and Presentations
- Teacher assessments
- Photographs and Video clips of work being done

At Baines Endowed School we anticipate that there will be opportunities to assess every term. These assessments will be retained in school.

At all times the positive self esteem of the pupils will be preserved and pupils should not be left to feel inadequate personally.

Reporting

There is no legal requirement to report on PSHEe but it is good practice to do so. This will focus on the skills and attitudes that the pupils have demonstrated.

Support for Pupils

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs through intervention programmes, external agencies and the use of Mrs Davidson, the school's Learning Support Mentor.

Monitoring and Evaluation

The PSHEe subject leader will evaluate the effectiveness of teaching and learning, This may include direct classroom observation of teaching and learning. This will also include monitoring and recording progress through assessment procedures.

The PSHEe subject leader will evaluate progress in order to identify further development priorities. This may include consultation with teachers and pupils to determine the effectiveness of the content of the subject.

Pupil Voice

At Baines Endowed VC Primary School we believe that the voice of the pupil is essential. Staff will begin to teach each topic through a KWL grid approach so that pupils current knowledge can be assessed and what they would like to know more about can be ascertained. The PSHEe subject leader will interview children on a yearly basis to ascertain their views on the teaching and their learning of PSHEe. The School Council will be asked to discuss certain issues relating to PSHEe and to take these discussions back to their classes. Weekly Key Stage Assemblies will begin with a key question and this will often be a PSHEe based question. Classes will discuss this question individually and then as a whole Key Stage.

We believe that it is important that children feel able to ask any questions that they wish and that their questions are valued. However, if necessary, teachers also need to 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.')

Each class also have a 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.

Equalities

PSHEe is accessible to all of our children irrespective of their gender, culture, religious or social background, sexual orientation, ability or aptitude. It forms part of the school policy to provide a broad and balanced education to all children. Through our PSHEe teaching we provide learning opportunities that enable all pupils to make progress, according to each child's needs and capabilities. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEe education provision.

Parental Involvement

The parent body are informed about SRE through the school newsletter and the school website.

Parents have the right to withdraw their child from the SRE sessions but this must be put in writing.

Child Protection

As there may be sensitive issues raised in SRE lessons, there may be opportunities for pupils to make unexpected disclosures to staff. Staff are familiar with the Safeguarding and Child Protection Policy and that Mrs Finney is the Designated Senior Leader (DSL for Safeguarding and Child Protection) and Mr Leah is the Assistant DSL.

Through our PSHEe Curriculum we develop resilience and independence in our children to help protect them from the process of Child Sexual Exploitation.

Confidentiality

Staff should not offer complete confidentiality to pupils as some issues may be of a safeguarding nature and need to be referred on to the DSL.

The school nurse cannot offer confidentiality if they are working with classes and groups in classrooms, however, if they are operating in a 'School Nurse Drop-In' they may offer confidentiality as they are governed in that situation by the Nursing and Midwifery Council (NMC) regulations.

Links to other policies

- Behaviour and Antibullying
- Healthy Schools;
- PSHEe Policy;
- Drug Education Policy;
- Child Protection and Safeguarding
- Equal Opportunities Policy
- Racial Incidents Policy
- Equalities Policy

Mrs Kirsty Maddison

Reviewed June 2015

Reviewed October 2016

E.Hedges - Reviewed September 2017