



SEX AND RELATIONSHIP EDUCATION POLICY

Introduction

We have based this policy on the DCSF guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding 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 It is also about the teaching of sex, sexuality, and sexual health' (Draft guidance is currently under consultation and will become compulsory in all schools from September 2020).

Sex and Relationship Education (SRE) is part of the personal, social, health and citizenship education. It focuses on relationships, friendships, family life, marriage, communication, safety, respect, trust and caring for others. SRE within each school aims to help pupils to develop in age appropriate stages, knowledge, skills and understanding about the value of loving, stable relationships, sexuality and sexual health. It also aims to help pupils to lead confident, healthy lives as informed and active citizens, with an understanding of the value of marriage and family life.

Objectives

- To develop pupils' confidence and self-esteem;
- To develop pupils' knowledge about healthy and safe lifestyles in order that they can make informed decisions;
- To develop pupils' knowledge and understanding about sexual health and relationships services that are available;
- To provide opportunities for pupils to consider the advantages of effective, fulfilling relationships;
- To provide opportunities for pupils to develop an understanding of and respect for difference;
- To enable pupils to develop the skills necessary to protect themselves from exploitation;
- To provide pupils with the opportunity to develop a greater understanding or consequences of decisions and actions.

Moral and Values Framework

The SRE programme reflects each school's ethos and demonstrates and encourages the following values:

- Respect for self and others;
- Respect for difference, e.g. cultural, religious;
- Responsibility for own actions;
- Regard for family life, friends and the wider community;
- The rights of the individual;
- Equality.

Organisation and Approach

We teach SRE through different aspects of the curriculum from Reception through to Year 6. The main SRE teaching is in our personal, social and health education (PSHE) curriculum. We also teach some SRE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Children will know that they are free to ask further questions and to discuss issues with their teacher. The teachers will answer children's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Directors and teachers are agreed that teachers will answer questions as long as they consider the child to be mature enough to ask the question. Teachers will also encourage the children to discuss questions with their parents.

Content

The following statements outline our scheme of work for the teaching of SRE. They draw on the DCSF and other guidance on SRE and reflect elements of the non-statutory framework for PSHE and Citizenship. Some statements are part of the National Curriculum Science requirements.

By the end of Key Stage One (Aged 7)

Pupils will be able to:

- recognise and compare the main external parts of the human body;
- recognise similarities and differences between themselves and others and treat others with sensitivity;
- identify and share their feelings with others;
- recognise safe and unsafe situations;
- identify and be able to talk with someone they trust;
- be aware that their feelings and actions have an impact on others;
- make a friend, talk with them and share feelings;
- use simple rules for dealing with strangers and for resisting pressure if they feel uncomfortable or at risk.
- develop their self esteem

Pupils will know and understand:

- that animals, including humans, grow and reproduce;
- that humans and animals can produce offspring and these grow into adults;
- the basic rules for keeping themselves safe and healthy;
- about safe places to play and safe people to be with;
- the needs of babies and children;
- ways in which they are like and different from others;
- that they have some control over their actions and bodies;
- the names of the main external parts of the body including anatomically correct names for the sexual parts;
- why families are special for caring and sharing;
- about bullying and know why it is unacceptable

Pupils will have considered:

- why families are special;
- the similarities and differences between people;
- how their feelings and actions have an impact on other people.
- protective behaviours

By the end of Key Stage 2 (Aged 11)

Pupils will be able to:

- express opinions, for example, about relationships and bullying;
- listen to and support others;
- respect other viewpoints and beliefs;
- identify adults they can trust and who to ask for help;
- recognise their value and to identify positive things about themselves;
- listen to and support friends;
- recognise peer pressure and know that they can say no.

Pupils will know and understand:

- that life processes common to humans and other animals include growth and reproduction;
- about the main stages of the human lifecycle;
- how their body works and be prepared for puberty;
- that their actions have consequences and be able to anticipate the results of them;
- about different forms of bullying and feelings of both bullies and victims;
- why being different can provoke bullying and know why this is unacceptable.

Pupils will have considered:

- the diversity of lifestyles;
- other's points of view, including their parents;
- why being different can provoke bullying and why this is unacceptable;
- the diversity of values and custom in the school and in the community;
- the need for trust in relationships.

This information is based on information published in "Sex and Relationships. A report from the Office of Her Majesty's Chief Inspector of Schools 2002".

The role of parents

The Trust is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children in our schools through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the SRE of their child. We also take seriously any issue that parents raise with teachers or Directors about our policy or the arrangements for SRE in the school. We provide an opportunity for parents to seek advice from the School Nurse to help with answering questions at home.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Inclusion/Difference and Diversity

SRE will meet the needs of all pupils, including those who may be vulnerable. We work in partnership with the SENCo and parents to ensure that all children experience a quality programme. We also consult with parents who may have different needs due to religious or cultural beliefs.

The role of other members of the community

We encourage other members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, where any safeguarding concerns arise, the teacher will report these to the Headteacher and the procedures outlined in our Safeguarding /Child Protection Policy will be engaged.

Difficult or controversial topics

Controversial topics may arise which depend upon the judgement of individual teachers as to whether the subjects are suitable for class discussion. In particular, teachers approached by individual students for specific advice on contraception or other sexual behaviour will advise the young person to consult parents and, if appropriate, to seek help from a health care professional (such as the school nurse). In all circumstances, the professional judgement of the teacher must come in to play.

Teachers should establish a set of ground rules so that pupils are aware of parameters. For example:

- If a question is too personal, remind the young person about the ground rules
- If the young person needs further support, refer him/her to the school nurse, counselor, help line or outside agency or service;
- If a question is felt to be too explicit, acknowledge it and deal with it outside the whole class setting;
- Any concern about sexual abuse must be followed up under the Child Protection/Safeguarding procedures;
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgment.

The role of the Headteacher

It is the responsibility of the Headteacher in each school to ensure that both staff and parents are informed about the SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher can delegate responsibility to members of the Senior Leadership Team to liaise with external agencies regarding the school SRE programme, and to ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to the Directors and the Local Governing Body, when requested, on the effectiveness of the policy.

Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

Monitoring and review

The Directors of the Trust will monitor our SRE Policy every two years or when new legislation is implemented from the Government. The Local Governing Committee will give serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. The Directors will be informed of any such comments.

References

- 1) NCC Curriculum Guidance 5 – Health Education
- 2) DES Circular 5/94
- 3) The Aims of Sex Education by Dilys Went (1985)
- 4) Science National Curriculum Orders

Signed: **Dated:**
Chair, Board of Directors Learning Provision Committee