

INTAKE SCHOOL



Sex and Relationship Policy (SRE)

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Intake School Sex and Relationships Education Policy October 2017.

What is Sex and Relationships Education (SRE) SRE comprises 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 (DFE July 2000).

SRE is part of the personal, social and health education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

We do not use sex education as a means of promoting any form of sexual orientation or sexual activity. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Aims and Objectives

SRE contributes to the foundation of PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support;
- Are prepared for puberty.

The combined PSHE and Citizenship framework is developed in conjunction with the National Curriculum for Science and within the context of the National Healthy Schools Standard to ensure effective provision.

We aim to teach the children about:

- The physical development of their bodies at they grow into adults; • The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues including friendships, bullying and self-esteem; • Respect for the views of other people;

- Sex abuse and what they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues. Principles
- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

Principles

- Effective sex and relationship education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.
- SRE helps children to deal with difficult moral and social questions. Attitudes and values
- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made; • Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse. Knowledge and understanding
- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- We teach sex and relationship education through different aspects of the curriculum; including science where we feel that it can contribute significantly to a

child's knowledge and understanding of his or her own body, and how it is changing and developing.

- In PSHE we teach children about relationships, and we encourage children to discuss issues and to ask for help if they need it.
- Teachers do their best to answer all questions with sensitivity and care. We always teach this with due regard for the emotional development of the children.
- The content of the sex and relationship education programme is as follows:

Foundation Stage

Throughout the foundation stage children are helped to:

- Develop emotional well being
- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies
- Recognise the importance of keeping healthy and those things which contribute to this
- Understand about the concept of male and female and about young animals
- Friendship and relationship skills

KS1

- Growing up
- Parts of the body.
- Differences
- Notice that animals, including humans, have offspring which grow into adults
- Learn about rituals and traditions associated with birth, marriage and death and the emotions involved
- Life Cycles

In KS2 we discuss;

- Relationships – marriage, family and friends
- Taking responsibility and keeping safe
- Self-esteem Puberty – body changes, hygiene
- Life Cycles – Describe the difference in the life cycle of a mammal, amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals

- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The role of parents

The school believes that the primary role in children's sex and relationship education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education within the school;
- Teaching in school supports the key messages that parents and carers give to children at home.

The role of other members of the community

We encourage other valued 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 Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationship education programme. Other people that we can call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct any sex and relationship education in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the designated person for Child Protection immediately and follow the procedures in the schools Child Protection policy. They will then speak to the child as a matter of urgency without leading the child in any way. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals.

The role of the Head Teacher

- It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that

