

SEX AND RELATIONSHIP EDUCATION POLICY

Legal requirements

The Education Reform Act 1988 requires the school curriculum to “promote the moral, spiritual, physical and mental development of all pupils and to prepare pupils for the opportunities, responsibilities and experiences of adult life.....Combat ignorance and therefore increase understanding and promote the ability to make informed decisions.”

The 1996 Education Act combined all previous legislation on Sex Education and requires Governor of all Maintained Schools to consider the provision of Sex Education and to ensure that where it is provided the school has a Sex Education Policy. The Governors should agree the policy, the content of the programme and the resources used.

Definition

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognize that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non- physical.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

The school’s approach to SRE is to be sensitive to the age and aptitude of the children, but to be matter- of – fact where appropriate. It should reflect the reality of young people’s lives today, especially the influences of television, video and young people’s literature.

Where controversial topics are involved, teachers are asked to use professional judgment, and to have regard to this policy. As teachers are not medical professionals or counsellors it will always be better to ‘err on the side of caution’.

Aims and Objectives

We aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this by having three main elements to our programme as outlined in, “Sex and Relationship Guidance”, DfEE ref 0116/2000, pg 5.

Key learning objectives

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, values and moral considerations
- Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal and trustworthy in relationships
- Learn to take responsibility for one’s actions in all situations
- Learn to explore, consider and understand moral dilemmas and develop critical thinking as part of decision- making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others

- Learn to manage conflict

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being respectful and responsible with themselves and others
- Developing a critical awareness of themselves and of others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Content and Organization

The organization of SRE is no different from other curriculum areas. It is delivered through planned programmes within science, RE and PSHE. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE curriculum and parents or carers cannot withdraw their children in these circumstances.

Delivery of SRE is through the following curriculum topics:

Science: Life and Living Processes

Ourselves

Healthy Living

Growth and Health

RE: Friends, Family and Community

The Natural World

Christianity

Ourselves and the Community

Year 5 and 6: Preparation for puberty

PSHE lessons

Literacy/ maths lessons

Assembly Time

Health Weeks

Focus Days

- A mixture of single sex and mixed grouping is used as appropriate
- The programme will be monitored informally by the coordinator (P Cousins)

- At the request of a parent, children may be withdrawn from the non- statutory part of the programme
- The expertise of the school nurse is used where appropriate

Parents will be given notice of any proposed sex education lessons that are not within the National Curriculum.

Equal Opportunities

SRE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. SRE will be available to all pupils regardless of gender, culture or disability.

Language and Ground Rules in SRE lessons

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way