

## **Sex & Relationships Education Policy**

### **Context/Introduction**

- "All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
  - Define sex and relationship education;
  - Describe how sex and relationship education is provided and who is responsible for providing it;
  - Say how sex and relationship education is monitored and evaluated;
  - Include information about parents' right to withdrawal; and
  - Be reviewed regularly"

### **Sex and Relationship Education Guidance (DfEE 0116/2000)**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Moral and Values Framework**

Sex and relationship education is part of our whole approach to PSHCE and creating model citizens of the twenty first century. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, and in the community.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## The teaching programme for Sex and Relationship Education

### Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children science curriculum.

See [Sex and relationship education guidance, DfE \(Adobe pdf file\)](#)

<https://www.education.gov.uk/publications/eOrderingDownload/DfES-0116-2000%20SRE.pdf>

### National Curriculum Science

#### Key Stage 1

- That animals including humans, move, feed, grow, and use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans and other animals.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

See [KS1 science: life processes and living things, DfE](#)

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science/ks1/sc2>

#### Key Stage 2

1. That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. About the main stages of the human life cycle.

See [KS2 science: life processes and living things, DfE](#)

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science/ks2/sc2>

In July 2012 the then Minister of State for Schools, Nick Gibb MP, wrote to the Society for Protection of Unborn Children (SPUC) in response to its criticisms of the teaching of SRE. The letter says:

I can confirm that neither the current National Curriculum nor the new draft programme of study requires the naming of internal or external body parts with reference to reproduction. The current National Curriculum level descriptions and the new draft notes and guidance make clear that this is not included when pupils are taught to name the main body parts in KS1/Year 1.

[Letter from Nick Gibb MP, SPUC](#)

<https://www.spuc.org.uk/campaigns/safeatschool/gibb20120705>

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

## **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHCE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science children build on their knowledge of life cycles. The school nurse works with year six children on the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHCE, they continue to develop an understanding of relationships. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, and circle time. Sex and relationship education is taught by classroom teachers and outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

## **Specific Issues**

- **Parental consultation**

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher who is the Child Protection Coordinator in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour/Anti Bullying

These policies can be found on the server, in the policy file and are available from the school office.

- **Dealing with difficult questions**

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.