

## **Sex & Relationships Education Policy**

### **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)

### **Rationale:**

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.

### **Links to Rights Respecting Schools:**

Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 34: The Government should protect children from sexual abuse.

Article 36: Children should be protected from any activities that could harm their development.

### **Links to the Moral and Values Framework:**

Sex and relationship education will reflect the values of the PSHE programme. SRE will be taught in the context of relationships.

In addition, SRE will promote children's 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, work and in the community.

This means that we want our children to understand:

- the importance of stable and loving relationships
- the importance of respect for one another, regardless of religion, culture or sexual orientation
- about sexuality and sexual health.
- about physical, moral and emotional development

We believe this will help them become confident and responsible young people and prepare them for adult life.

The school aims to provide a programme of sex education from the Foundation Stage to year six which ensures that children are provided with information which is easy to understand and relevant to their ages and maturity. This will be organised by the PHSE Leader and the Headteacher.

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.

This is in line with the Academy's policies including the PSHE and equal opportunities policies.

For 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.

#### **Parent's right to opt out:**

The school includes the sex and relationship education policy on the school website for parents to view. Parents/ carers will be advised when certain parts of the programme are due to be covered, particularly with reference to human reproduction. Under the Education Act 1996 pupils can be withdrawn by their parents or carers from specific aspects of sex education that are outside the compulsory elements contained in the Science National Curriculum. Any parent/ carer wishing to exercise this right are invited to see the Head Teacher in order to discuss the matter.

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

The aim of SRE is to develop children's personal responsibility, mutual respect for others and respect in all forms of behaviour. SRE also aims 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 understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- 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 and understand puberty
- To prepare children to cope with the physical and emotional challenges of growing up

- To support the personal and social development of all pupils
- To give pupils an elementary understanding of human reproduction
- To offer balanced and factual information appropriate to the age and maturity of the children
- To provide the children with a means to getting answers to questions they may have in relation to SRE
- To complement and support the work of parents/ carers

This content has been agreed in consultation with governors, parents and teaching staff.

### **Curriculum:**

#### **In the Foundation Stage**

In ongoing PSHE work, children develop skills to form friendships and think about relationships with others. This learning is also integrated within the broad learning areas including understanding the world, people and communities, in personal social and emotional development and managing feelings and behaviour. Children learn about the concept of male and female, about young animals and building relationships with others.

#### **Key Stage 1 and 2**

Years 1 - 4 SRE will not be taught in isolation - rather through science projects, PHSE and citizenship. In Year's 5 and 6 SRE will be taught in isolation to ensure all the aims are met and children are prepared for the next stage in their personal development.

#### **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 PSHE 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 and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. 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:**

The teaching of Sex and Relationships Education will complement the work of others areas of the curriculum and is delivered through science, RE, PSHE, literacy activities, and circle time. The sex education parts of the Science National Curriculum at Key Stage 1 and 2 are compulsory for all children at primary schools and as an academy we have a duty to provide a broad and balanced curriculum. The curriculum will follow these areas of study:

Age Range		
Foundation	Learning about 'myself' and parts of the body Friendships	
Years 1-2	Making and breaking friends Families and extended families	Keeping healthy
Years 3-4	Relationships with others Moving and growing	Bullying Keeping healthy
Years 5-6	Life cycles Body changes Personal hygiene	My relationships Feelings and bullying Moral questions

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions in Years 5 and 6 where children are taught in single sex groups where it is felt this will benefit the children and enable them to ask questions they may have.

### **Resources**

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video (revised edition) Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

### **Role of Adults**

Currently, the PSHE coordinator is the designated teacher with responsibility for coordinating sex and relationship education. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

### **Procedure for dealing with difficult questions:**

It is accepted that children may have explicit questions they wish to ask. They will have the opportunity to write questions anonymously and place these in a question box, with the teacher answering them within the normal teaching schedule without drawing attention to individuals. Teachers must use their

skill and professional judgement in answering questions of a sexual nature, and should refer to the Headteacher if they are concerned.

### **Child Protection / Confidentiality:**

As part of their discussion in PSHE, children will be made aware of sources of help and advice such as Childline.

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 /Designated Child Protection person in line with school policy procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

The Head Teacher will be responsible for deciding if appropriate to communicate, on a need to know basis, with teachers regarding children with personal confidential matters which may need to be taken into consideration when planning an RSE session.

### **Monitoring and Evaluation:**

#### **Process for Policy development**

A working party was set up to review the existing SRE policy and the group comprised of PSHE coordinator, the chair of School Governors, a School Governor and a parent representative.

The policy has been developed in consultation with pupils from School Council and Rights Action Group, parents/carers, teaching and non-teaching staff, governors, school health staff and other relevant agencies.

Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

Monitoring is the responsibility of the Head teacher, a school Governor and PSHE coordinator with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the staff notice board for 2 weeks following approval by the full governing body.

SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by the PSHE coordinator.

### **Conclusion:**

Children have a right to learn about Sex and Relationships, and the changes that will happen to themselves and others. Our school will ensure this is done sensitively, with a progressive scheme that will introduce the different elements throughout the child's time in school.

This Policy should be read in conjunction with Science, PSHE and Equal Opportunities Policies.

Adopted by *Governors* .....

Signed by *Chair of Governors* .....

June 2014

Names of people involved in developing this policy.